

PERSONAL

Comment". In *The TES* of November 11, I received a note deploring the entry of literature into the class of subjects worth betting on. Doubtless there has always been a possibility, in literary circles, of placing a few shillings on who would win this prize or that (just as there has in musical circles); but the open deployment of competitive tactics in the literary world, with high stakes, is fairly new. In this country at least, and must be wrong. It must simply and tenderly end the criterion by which in fact and in practice we distinguish between our favourite authors and the rest. This was, I think, the message of the "Comment" note, and I believe it is both true and important.

Anything that tends to mark off certain supposedly "best" books, whether it is their membership of the list of the "best", their winning of a prize, or their inclusion in the 13 or A level syllabus, is, on the whole, a disservice to literature. Since it tends to obscure the point of reading, which is pleasure. Different people get pleasure from different kinds of novels (and different kinds of poetry and drama). This fact should not be obscured by the pretence that there is one and only one list of "the best" which everybody ought to read.

If lists must be compiled, they should be compiled by individuals who, not being members of any con-

mittee, are able to say "this is my favourite". If they don't want to say my favourite, they need not. But even to have said so much would be useful, for to know what other people love is a great eye-opener, and may cause another reader to try out things he would not otherwise have thought worth considering.

When I was at school, (and I'm afraid when my children were at school too) there were some famous teachers of English who used to try to impress on us the necessity of, at all costs, avoiding the use of the first person singular in writing our embryonic critical essays. We were not allowed to say "I like" or "I think" or "I hate". Everything was to be "objective" otherwise it would not be worth putting on paper.

These teachers were totally wrong. The opposite is the truth. Since there can be no "objectively" correct list of best authors, or best books, any attempt to pretend that there can, whether made by committees, or F. R. Leavis, or the makers of the O level syllabus, is a fraud on the public.

More than that, this kind of fake objectivity, if forced on school children, leads to the most disastrous prose style. Since we were not allowed to say, directly, what we thought or felt, we had to find some way of transmuting that into an acceptable language, until we lost all track, very often, of what we actually did feel or



Mary Warnock

think. Our essays, perforce, were full of the non-personal "one". When one gets into the habit one experiences a delicious tingling sensation; and of the passive voice ("Haydn is admired for his imaginative development of the violin part").

Nowadays, as a teacher of undergraduates, I still seem to spend a lot of time, saying, first: "What do you think?" and second: "Well, why didn't you say so?" to which the answer often is that they didn't think

"that" was permitted.

Now I am no great lover of Bernard Levin. Once I sat next to him at dinner, and after one minute, he ignored me (something hard to forgive, after all); and I don't like the way he goes on about Wagner; and I hated his guru phase; and I once heard him conduct an interview on television with Colin Davis, in which he said: "But, Colin, tell me, are you *In Search?*" Nevertheless, despite these important points, I must admit that in *The Sunday Times* recently there was an extract from his *Enthusiasms* that I thought marvelously good. It was about his remembered loves among books, and especially the first grown-up book he ever loved (which was *Moby Dick*). The admirable thing about this piece was how it directly introduced us at once to his own childhood, and to what it was that he saw in the books he loved at the time that he first read them.

Reading it, I felt strongly the need to give children time to read at school, and read for pleasure. If they don't read for pleasure at home then it is the more incumbent on school to make reading not a burden but a refuge from other burdens, a treat which school alone can supply. Later, if these same children are to write about literature, they should first and foremost recollect, as far as possible in tranquillity, what they once read and enjoyed. I believe that for more genuinely direct and interesting writing could come out

of the question: "What did you first enjoy reading?" than any such question as "What is striking about your use of words?", or any instruction to comment on the imagery in a particular poem set to be read on a particular day, for pre-

If writing about childhood loves brings out more information about the circumstances in which the book was read than about the book itself, if the books remembered are in themselves worthless; if they were loved only because they were once read aloud over tea, or secretly read under the bedclothes, or on the bus in school, there is no harm in this. If the outcome is not great literary criticism, it may at least be an exercise in autobiography, and as such is unlikely to be tortured into a form that eschews the first person singular, or twisted from the active voice to the passive.

Obviously a child at school is not likely to show either the professional expertise or the self-confidence of Levin, to tell us so plainly with which heroes he identified, or whom he loved and then found later disappointing. In the nature of the case such skills, if they come at all, come with maturity. But I believe that everyone, with a little encouragement, can write about his real likes and dislikes, and can thus contribute to a lively of comment, partly on life, but at least partly on literature. Lists of Best Books do not help such realism.

DIARY

Spare a thought this week for Her Majesty – and in particular for her Inspectors of Schools. They are currently suffering most acutely from a dual spell of political pressure and open government: it will be interesting to watch how they stand up to the new burden imposed upon their thin and sometimes unaccustomed shoulders.

Time was when they did what their titles would seem to imply – inspect schools. They would swarm all over the school for a week, terrify the teachers out of existence, and then produce a gently coded report, which, after discussion with a few senior teachers and governors, would gather dust. All this was carried out away from the public gaze, because education was expanding anyway and no one was particularly interested. Suddenly they are

First, there's been a subtle change in their role. They now inspect whole local authorities as well as schools. They've already pronounced judgment on the ILEA and Dudley, and criticism of the bottom clubs in the local education authority league table now emerge annually.

Then again, they are in the business of transmitting to their new boss, Mr Eric Bolton, far more information than ever they did in the past. He needs it for his annual report, on which he will spend long hours this winter and spring, translating his minions' reports into better English and working out the winners and the losers in the new national local authority league tables.

Second, HMI's have gone public. Every word they write is now read. They can't get away with the sloppy prose of old. If it's too anodyne, it's denounced as meaningless; if it's too direct, they bring local wrath upon their shoulders.

Moreover, this openness extends to



Bolton... delicate course

appearances before the Select Committee, alongside Eric Bolton, where they have to justify the position of particular local authorities in the new league table. Here they may have an easier ride. I see that, as I forecast a month ago, the retired Sir William van Straubenzee has been nominated to the Education Select Committee and the Labour whips have conceded him the chairmanship, when the committee is finally elected by the House and meets in early December. (They have also conceded the chairmanship of the Environment Committee, which will give the Government an easy ride on rate-capping, the GLC, the metropolitan counties, et al.)

It is unlikely that Sir William will prove as fearsome as his distinguished predecessor in calling HMI's to account. Then again, HMI's are now accused of bias: right-wing bias by polytechnic departments like North London's sociologists, and left-wing bias by the feudal councillors of Hereford and Worcester, and the suburban ones of Sutton. The finance supremo of Hereford and Worcester, Councillor David Finch, peevish at the revelation that his sleepy county was near the bottom of the league, and in danger of re-electing HMI's involved of "political undercurrents of bias and idealism which takes no account of financial difficulties". Much the same treatment was meted out to HMI's when they were foolhardy enough to criticise the lack of imaginative teaching in Sutton schools.

Mr Bolton will need to encourage his troops to thicken their skins and stand up against negotiations of idealism if they are to survive in their new role, and tread a delicate course between their duty to educational standards and the political pressures from Councillor Finch and his ilk.

A brief Hereford and Worcester feud tale, to remind folk of what HMI's are now up against. I spoke at a conference of inspectors last year (local ones, rather than HMI's) at Great Malvern, and was first introduced to the local Conservative councillor who was strangely obsequious to my every nod and gesture.

It later transpired that he was misinformed about my political affiliations, unlike, as he was, to believe that his Prime Minister would appoint anyone but a Conservative to chair a select committee of the House of Commons. (He will be one character who will surely rejoice at the forthcoming

Suddenly the inspectors are in every firing line

Straubenzee elevation). So he fiercely lectured me at length on the loyal and massive cuts his county was making in the education service and his personal intention to privatise everything within sight – until his misapprehension dawned gradually through a combination of my unenthused reaction and the eerie silence of his wife – who knew.

So his panegyric of privatization trailed to an uneasy end, and I made a speech urging local inspectors and advisors to inspect and advise uninfluenced by the dinosaur employers above them. But I got the distinct impression that had I been a mere HMI trying to stand up for standards of public education in Herefordshire, I would have received very short shrift and a pretty chilly reception on any future visits to Great Malvern.

So the HMI's are battling in a real political ring now, and not just with the new politics of County Hall. The politics of their DES mandarin counterparts are almost equally difficult to deal with.

Although the inspectors escaped the Prime Minister's attempt to clip their wings with a Rayner scrutiny inquiry, the threat to their independence still remains.

Sheila Browne, Mr Bolton's predecessor, before her retirement to Newham, had a constant battle with Sir James Hamilton, the last DES permanent secretary, to assert her independent right to give unalloyed and unmissaged advice to ministers. I hope Eric Bolton is as uncompromising with David Hancock, the new permanent secretary.

Now a cloud has appeared on the horizon, at the moment no bigger than a man's hand, which could erode their independence still further. This is the Government's current craze with accountants. They are appearing everywhere in the health service, in the new Audit Commission, in British Rail and now in the colleges. Now, it is perfectly reasonable in many ways that the Government should set that vast, international partnership, Arthur Andersen, on to the church colleges. One college – Trinity and All Saints – was criticized earlier this year by the Public Accounts Committee for selling away government funds with its solicitors and presenting thoroughly misleading accounts for the DES. But one of the Andersen rebuffs is the appointment of particular performance measures.

So the chink of the door is open for

these figures folk to take over from the HMI's the job of judging educational performance in teacher training. My HMI friends tell me that this has no discernible relationship to resources spent. I know that Dudley is proud of the way it has put Price Waterhouse in charge of its educational system, but I do hope the DES doesn't follow with Arthur Andersen.

I do understand how much these private accountants have been suffering from the recession and how urgently they need the public sector work to top up their modest income. But I, personally, feel happier with HMI's judging our educational standards.

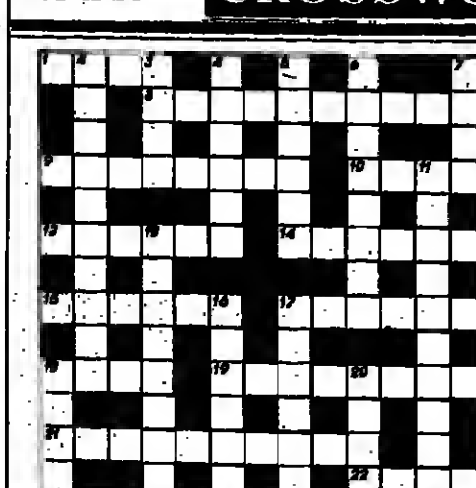
An HMI endpiece. I've been taken to task for suggesting that it was mildly unethical for them to make public reports and then give confidential briefings on them to the press. I realize the practice is a long-standing one, but



Van Straubenzee... nominated in the old days, the reports were never public anyway. At least one HMI has since told me he agrees with me, and personally refuses to give confidential briefings. I hope the others follow him (or her).

Christopher Price

No 128 CROSSWORD by Rufus



Across
1 A head on one's shoulders (4)
2 To borrow money and move away is risky (5,3,2)
3 What is needed for struggling was runts? (2,5)
4 A winner's confidence (4)
5 It checks the growth of population (6)
6 They have a case for those seeking a rise (6)

Down
7 Increase the rate (10)
8 Say thanks when advanced money (6)
9 In a European it is courteous (6)
10 Ring a friend about a letter (4)
11 Ring fighter (8)
12 Found in the vicinity of the fair? (10)
13 It's worth to order, perhaps (4)

Solution to puzzle No 127
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THE TIMES Educational Supplement

MONDAY DECEMBER 2 1983 NUMBER 3518

FIRST PUBLISHED 1910 PRICE 50p

Governors call for HMI over school's deterioration

by Hilary Wilce

The governors of the largest comprehensive in the country have become so concerned about deteriorating physical conditions at the school that they have called for an inspection by Her Majesty's Inspectorate.

The governors of Exmouth Community College, Devon, have closed play areas they considered unsafe and, according to their chairman, they have declared they had "lost full confidence" in the local authority's ability to maintain an acceptable standard of education.

The college (formerly Exmouth School) is in an expanding area of south Devon, and has 2,468 pupils on roll. Football and tennis areas have been closed because of broken wire netting, which has led to several pupils having stitches in their hands. Two swimming pools have been closed because of "rotted and uneven paving slabs, and some dangerous gyn

equipment has been taken out of use. The Conservative-appointed chairman of the governors, Mr Peter Thorpe, who is also a member of the county's Tory-controlled education committee, said this week that the governors were unanimous in agreeing that they had "lost full confidence in the local education authority's ability to resource the college sufficiently to avoid deterioration in the standard of education being maintained".

They were not blaming the authority, or the education committee for the situation, he said, but the local government spending restrictions which had left no money in the kitty for repairs and maintenance.

Mr Philip Thorpe, the head of the school, said this week that conditions were every bit as bad as the governors had said.

"There are a number of classrooms where when it rains water comes through the roof and we have to get the buckets out. Some parts of the school have not been decorated for at least 15 years. There are places where the plaster is sodden and damp either from water coming through the roof or up from the ground.

"In terms of playing fields, we have about half the usable space we should have for the number of pupils, and we have had to ban the playing of hockey with a hockey ball because the surface is so uneven."

The governors' call for an HMI inspection has been backed by the school's parents' association, which is writing directly to the Inspectorate to reinforce the plea. The chairman and vice-chairman of governors are due to meet the county's chief education officer and education chairman next week.



Repairs at the school

Nuclear war plan alarms NUT group

by Richard Garner

Teachers are to be asked if they will help run emergency services in the event of a nuclear war.

A Home Office document – which has been sent to local authorities as part of the Government's drive to get them to carry out civil defence preparations – says that town hall officials should compile lists of personnel prepared to volunteer to help out with emergency services.

The document, which calls on local authorities to mount civil defence training programmes for staff, says that schools and further educational establishments should be used as rest centres or emergency feeding centres. Delegates to a conference in Birmingham last week and organized by the NUT's Local Associations for Peace and Disarmament group, voiced concern over the document – and decided

to consider asking next year's union conference to advise members not to volunteer.

Some Labour controlled L.E.A.s are likely to refuse to comply with the requirement to ask for teacher volunteers. To other authorities, the emergency planning officer is being told to keep a register which should be regularly updated.

Scots seek 9.5% pay rise

Teachers in Scotland are planning to lodge a claim for a 9.5 per cent pay rise next year. The national council of the Educational Institute of Scotland, the largest teachers' union, fixed the claim at the weekend. Over the past two years, negotiations of the Scottish teachers' pay claim have set the pace for salary discussions in England and Wales.

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"They know what the teachers are teaching. Here it is a bloody mystery. When we talk about the involvement of parents, we pay lip-service to it. You cannot go into a bookshop in Croydon and pick up a book which will tell you exactly the stage of learning and achievement society thinks your youngster ought to be at. We are involved in fraud on a monumental scale."

The director said the policy was "prescriptive" not "dictatorial".

simulation program, saggers plus reviews of other primary and secondary programs; many hope too microcomputers in special education. 26-28

EXTRA

Geography: is school geography failing to reflect contemporary realities? Fieldwork and map work are to the fore: Sport: is planning the place and there is a new approach to urban studies. 29-40

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Space between the words

Sir Keith Joseph was in Croydon last week, winding up a two-day conference on the curriculum which had brought together teachers, inspectors, governors, parents, employers and education committee members (page 9). As he said, it was impressive testimony to the seriousness of authority, at least, was attaching to the processes of consultation.

During the past two years, there have been attempts by local education authorities and schools in many parts of the country to look at the way in which curricula are defined and coordinated. The impetus behind these efforts is two-fold. As pupil numbers fall, it is the demands of the curriculum which should govern staffing levels, not adherence to an arbitrary pupil-teacher ratio. But how can this be ensured without some definition of the curriculum which is presumed to make these demands? The second factor is political. The politicians have articulated a demand for a more coherent, public, curriculum with the implication that this could somehow be made the basis of a guarantee of what has to be on offer for every child.

This adds up to a mutual accountability – the l.e.a.s accountable to the schools and the public for the resources needed to staff and equip a pre-stated level of curricular activity; the schools accountable to the l.e.a.s and the parents for the provision of a defined programme.

A sequence of publications and activities since 1976 have promoted this notion. The common presupposition is that written statements – at national, local and school level – are needed, which can reduce to simple words, intelligible to all concerned, the essential elements in the curricula of primary and secondary schools. It is also acknowledged that written statements must carry the commitment of teachers, governors, parents and the community as a whole, while at the same time being compatible with the requirements of employers on the one hand and further and higher education on the other.

There is widespread disagreement about how far these statements should go. Obviously any national statement (like *The School Curriculum*) will have to be pitched at a very high level of

generality, with the risk that the result will be vacuous. For the schools, the exercise will be a great deal more specific. In the middle, (if they are to go down this road) the l.e.a.s have a delicate path to tread between meaningless generality and dangerous prescription.

All this was evident at Croydon where the authority had produced a draft and submitted it for discussion. The comments thrown up by this consultative process had been published alongside the first draft and these formed one of the ingredients of the two-day discussion. The shape of the debate was fairly predictable. The teachers' union people politely redirected the discussion away from the content of the curriculum and used the occasion to highlight what they believed to be over-riding questions about resources.

So, to some extent, did the heads, while taking issue with particular aspects of the authority's proposals. Parents (mainly parent governors) tended to support the teachers in an uneasy alliance against the authority except for one who simply said that parents would be pleased to see something – anything – on the curriculum written down so that they could know if the schools were delivering the goods. She suggested that this might even bring the schools within the consumer protection laws.

Behind the whole discussion lurks the obvious dispute about sovereignty. To whom, as Lester Smith asked in his famous tract, do schools belong? Lester Smith thought they belonged to children. In the nicest possible way, Mr James Callaghan, when he launched his Great Debate, accused teachers of pocketing the curriculum and trying to prevent others like parents, employers, politicians, from getting a look in.

Croydon l.e.a.s. in the programme note on last week's meeting, spoke with disarming frankness of the authority's decision 'to seek to restore control of the curriculum to the education committee'. But when Sir Keith Joseph was quizzed on this he gave his own, much more cautious, interpretation of the Education Acts, which deliberately spread responsibility (and therefore control) between the l.e.a.s, the governors and voluntary bodies, and heads and assistant teachers. The control of resources inevitably gives

the l.e.a.s the edge over the other interests. How far Croydon's mini-town-meeting for the education community helped to clarify issues for Mr D. R. Loughborough, the educational committee chairman and Mr Donald Naismith, the CEO must be debatable. If it made the l.e.a. cautious about simple verbal formulations on complicated professional matters this can only have been good.

In particular, it ought to have made all concerned wary of using educational objectives as a management tool because they usually don't add up to much more than pious rhetoric and, in any case, the activities which create the experiences from which effective learning results are not immediately deducible from the objectives.

As Mr Naismith indicated in the interview which appears on page 1, Croydon hankers after more explicit forms of performance accounting. Croydon is Mr Stuart Sexton's old stamping ground. Four years as political adviser to successive DES ministers has not removed him altogether from the Croydon scene and he was an attentive member of last week's gathering. It is not surprising, therefore, to find strong support for regular testing at 7, 11, and 14, and the intention not only to continue with this form of external monitoring but also (if Mr Naismith's expectations are fulfilled) to extend its use as a tool for management. Coupled with ideas about the appraisal of teachers, it suggests a potent and dangerously mechanistic method of applying external judgments to the work of teachers. Not only would this raise many questions for the members of the teaching profession generally, in their relationship with the employing authority, it also highlights the familiar danger of teaching for tests at the expense of, and out in fulfillment of, the curriculum on which so much deliberation is now being expended.

This brings the discussion back again to the twin reasons for the clarification of the curriculum – its protection from what the Croydon conference paper felicitously called "indiscriminate economy" and a guarantee of standards to the public. If it becomes clear that the politicians are much more interested in the latter than the former, they will defeat their own object.

COMMENT

Danger of relegation

The erosion of inter-school sporting fixtures began long before the current questioning of their value by serious-minded physical education specialists. Saturday jobs, spectatorship and TV sport have all contributed.

Yet it is not the discouragement from indifferent pupils which has caused teachers to question the primacy of place the school team has traditionally enjoyed. Mr Petherick, of the Physical Education Association, addressing the Central Council of Physical Recreation conference last week (page 10) highlighted the disproportionate share of increasingly rationed resources, particularly staff time, taken up by the schools' sporting elite. Less in that direction means more for the remaining and less distinguished majority.

All very plausible – yet it would be surprising if there were not also some truth in the assertions in the same page of Mr Palmer, of the National Council for School Sports, that it is the rasping ethos of today's trade unionism which has now reached the sporting staff.

Yet if the traditionally supreme honour of playing for the school were no longer there to strive for much else would also be lost.

And where the teams are successful, the rewards go deeper and wider than gratifying a trophy-hunting head. Ray French, coach at Cowley, St Helens,



Running down...

one of the most successful rugby schools in the country, put it this way: "You don't coach anybody into becoming a star. All you really do is create an ambience which encourages talent to develop." Isn't that what the physical education specialists say they want?

On record

Sir Keith Joseph, once again showing his determination to get results where his predecessors have held back, has issued a draft policy statement on records of achievement (page 5).

Initial responses suggest that the policy statement will be well received in the schools – with the usual reservation about the additional work which it implies.

Sir Keith has decided that the record of achievement should be just that – a

record of achievement in all aspects of curricular and out of school activity, not a set of dubious judgments on personality traits and character. It will be limited to positive statements about what young people have done and can do. And it will be provided for all pupils, not just those in the bottom echelons for whom there are no examination results.

In this sense then, the records of achievement will provide prizes for all, not just for those who win competitive awards. A shrewd employer will still be able to read between the lines – the omissions as well as the inclusions – but this does not take away from the positive nature of the exercise.

Stewart Mason

Mr Stewart C. Mason, director of education for Leicestershire from 1947-1971 and the man who devised the Leicestershire Plan, died in London on November 17. He was an outstanding educational administrator in the Henry Morris school.

In 1957 he persuaded his staunchly Conservative country to introduce a two-tier comprehensive scheme. In 1962 he abolished the 11-plus and transferred to junior secondary schools "high schools" to 14, going on to upper schools. The scheme was approved (also by a Conservative Government) and be-

came an important thread in the skein of events from which secondary reorganisation emerged.

Though an institutional innovator, Mason was much more interested in what happened inside schools than in systems of organization. The ending of the 11-plus released a surge of innovation in the Leicestershire primary schools. And into the Leicestershire upper schools he injected ideas drawn from Henry Morris's village colleges, to make them "schools and community colleges", which drew together secondary and adult education and turned them into powerful assets for the community as a whole.

Like Henry Morris he believed in the need to integrate the education of the intellect and of the imagination, putting his formidable enthusiasm behind art, music and drama in Leicestershire schools, assembling a collection of modern paintings and starting a county music school.

NO COMMENT

Candidates will be considered with a proven record of coordinating a major subject discipline in a school.

We are all aware of the intricacies of our appointment system. If you feel that you cannot match the job specifications please do not apply as you might be disappointed.

From the job specification for a group 7 deputy head and sixth form English teacher. School.

Second opinion Idle musings on the working class and HE

There is some comfort to be gained, I suppose, from discovering that eminent TES leader writers and statisticians are in the same muddle as the rest of us when it comes to talking about "the working class" (TES leader and "The Mystery of the Vanishing Students," November 25). If you do not know who the members are, it is hardly surprising that you do not know what they are doing or why they are doing it – or not doing it (that is, going to university) in this case.

As Philip Venning writes at the conclusion of his article "... there is just not enough evidence for any firm conclusions, but enough to arouse a host of continuing questions." This seems to be an open invitation to those of us who revel in speculation, unsubstantiated generalizations and personal observation to contribute to the debate.

It would be interesting to know the occupation/social class of the grandparents of the students under review. It might emerge that more of these students have a second generation connexion with the "working class" than is at the moment apparent. That in turn, might mean that those children whose parents have experienced higher education are more likely to seek it themselves, or have it put strongly in them that they ought to do so. Conversely, educationally inexperienced parents (not exclusively "working class") will not put the same point into the same force to their offspring. We have, therefore, an education trap. Incidentally, the application form for maintenance grants is often more than such parents can, or want to, cope with.

At a time of high unemployment and a government policy which penalizes financially those who stay in full-time education after 16, this trap is likely to be tighter. Eventually, not only will bright "working-class" children not go to university, they will not even get the qualifications to apply, because 16-19 education will be available only to those whose parents can afford, and are willing, to subsidize them. These are the opportunity costs of going to exclude many of the less well off.

I have no doubt that the number of applicants for 16-19 education will be maintained, even increased, but they will be white boys (with a sprinkling of Asians and girls) whose parents are in employment. This makes the sound and fury of the Oxbridge entry debate signify nothing. The chaos and confusion in the higher education world is a deterrent in itself and the piecemeal attempts to change have made that confusion worse.

I wonder where the few "working-class" university students have come from – geographically, I mean. Higher education used to be a means of escape from the valleys of Wales and the wastes of the North-East. It still is less tolerable to be uneducated working class in those areas than in the Home Counties.

We must not, of course, overlook the possibility that the bright "working-class" girl or boy is fully aware of the scope of higher education and that he or she has consciously rejected all of it. What a host of continuing questions that raises! There will need to be some uncomfortable heart-searching in general government circles, local government councils, schools and colleges before we can be quite sure that she is wrong.

Isobel Shepherdson

Miss Shepherdson is the former head of Kildbrooke School, London. She is now acting as a consultant to the Centre for the Study of Comprehensive Schools, based at the University of York.

Social class has most effect on exams – DES

by Biddy Passmore

The Department of Education will shortly publish a statistical study showing that, once social class differences are taken into account, extra spending on schools does make some difference to exam results.

But it will show that by far the greatest difference between the results achieved by different local authorities is due to class. It accounts for between half and two-thirds of the difference, with the proportion of middle-class homes exerting as strong an influence as the proportion of working-class homes – much stronger in the case of A levels.

The publication of the study, which was outlined in *The TES* nearly a year ago (December 10, 1982), follows the DES statement this week on the research on exam results by the National Council for Educational Standards.

The most controversial aspect of the NCES research was a comparison of results achieved by selective and comprehensive schools. But it also examined the relations between spending and results and between the social composition of authorities and their results.

In a highly unusual step, Sir Keith Joseph, the Education Secretary, decided to wade into the controversy. He told the House of Commons on Monday that, contrary to some press reports, the department did not regard the research as "seriously flawed". The NCES report had illustrated the importance and difficulty of research in this area, he said, and he was considering if public funds should be committed to further work.

But he published simultaneously a statement by the department and a letter from Mr Barry Wakefield, head of the statistics branch, to Lady Cox and Dr John Marks, two of the NCES report's three authors. The statement, while conceding some points to the council, makes it clear that the official doubts about the value of the research remain. Moreover, the DES study to be published on the relation between spending and standards contradicts some of the council's main findings.

The NCES instantly hailed Sir Keith's and the department's statements as a vindication of its research. It pointed out that the department had retracted the allegation that the sample used was unrepresentative. The council also said the department had confirmed that the allowances made for social class were "one of many acceptable ways of analysing very complex social issues", and had accepted that the statistical techniques used by the NCES were valid.

A series of "leaks" from the DES had been used to "fuel a sustained and angry campaign discrediting the NCES", the angry researchers said. They are especially bitter because they think the campaign led to the department's refusal of public funds to continue the research.

However, Mr Giles Radice, Labour's new spokesman on education, accused Sir Keith of bowing to political pressure.

The NCES research, an analysis of the O level, CSE and A level results of



Caroline Cox: 'Vindication'

350,000 pupils at more than 2,000 schools, found that secondary modern and grammar schools combined, produced results as much as a third better than comprehensive schools.

It also found that high spending appeared to be inversely related to good results and that education authorities to the same social class "group" achieved very different results.

As first reported in *The TES*, the council's work was sharply criticized by the department's statisticians, who told Sir Keith in their original advice to him that it had "serious flaws". They voiced concern about the inadequate adjustments made for pupils' social background, expressed doubts about the representativeness of the sample, and suggested that the same research carried out more thoroughly could have produced different results.

The statement published this week says the DES welcomes the "pioneering work" undertaken by the council on the use of data published under the 1980 Act.

It also says that discussion with the researchers (at a recent meeting) has satisfied the statisticians that the sample was representative. The DES had questioned this because the sample contained much higher proportion of selective schools than the national average in 1981, the year for which the results had been obtained. But the NCES had quite properly defined "selective" and "comprehensive" as the school's status when the pupils entered it in 1976.

The statement concedes that there are many different ways of allowing for social and economic conditions and "no universally accepted means of so doing". It adds, however, that additional data would have allowed better adjustment for these factors to be made.

Mr Wakefield's letter, written before the meeting with Lady Cox and Dr Marks, is more explicit.

It criticizes the three socio-economic "groups" into which the council sorted l.e.a.s because they were based only on the proportion of the population in each authority from unskilled and semi-skilled backgrounds whereas the department's own research had found an equally strong connexion between results and higher socio-economic groups and results. This might explain some of the large differences among authorities within a single group.

It also says the inverse relationship the council found between spending and results may be because working-class areas tend to spend more and says the council's definition of selection gives an incomplete picture.

Booklet prompts standards debate

A Government booklet summarizing standards of writing among 15-year-olds is being sent to all parent-teacher associations and school governing bodies to the hope that parents will use the information to quiz teachers about the performance of their children.

Mr Robert Dunn, Minister responsible for schools, said that the aim of the booklet, which draws together the results of tests carried out by the Assessment of Performance Unit and includes a representative cross-section of pupils' work, is to trigger a public debate about the content of English teaching and the

standards reached. "We want parents to ask teachers if they are shaping children for the future – in particular are they teaching them to write letters of application, which if they are badly constructed can ruin a youngster's chances."

They should compare their own child's work with the marks awarded by a panel of experts to the extracts in the booklet to get an idea of how he measured up to national standards. Such comparisons could form the basis of further questions to teachers.

Mr Dunn said that in general he was

Labour for streamline policy body

by David Lister

The Labour Party is to slim down drastically its policy-making committee on private education, the 16 to 19s and the 18s.

However, the new body will, in the words of one senior source, have more clout than before as all its members will be accountable (though the old committee was not short of clout while Mr Neil Kinnock was education spokesman).

The change has, however, alarmed Socialist Educational Association whose president, Mrs Caroline Benn, vice-president, Mr Fred Flower, and secretary, Mr Graham Lane, are all on the present committee.

Mr Lane said this week: "This is a drastic change. It has been decided from on high with no discussion or

consultation. The result will be a dismantling of policy-making and moving everything back to the officials at Watworth Road. If we only have one seat I don't know what we will do. An education committee without people like Caroline Benn or Fred Flower is a poorer education committee and will certainly be less forward thinking."

The change in the education committee, along with similar changes to other Labour Party committees, was under way before the appointment of Mr Giles Radice as shadow spokesman. Mr Radice said this week that he would want to see that the new committee was genuinely representative of the education interests and views within the Labour movement.

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Time to take over training seriously

Russ Russell looks at the qualities and institutions that lie behind German success



Right: The craftsman in West Germany is a status established in the community and one respected and encouraged.

gives access, after further experience and training, to management, supervisory jobs, quality-control and technical jobs, training posts and in certain areas to the status of master-craftsmen (Meister), which is essential if you want to set up your own business in those areas.

But the craftsman is also a status in itself respected and worth having. A craftsman is eligible to join the local guilds and other craft associations. To become a craftsman you have to serve an apprenticeship and pass the examinations. The examinations are set by the local chamber of industry, commerce or craft and often include attending the chamber for a viva examination which, like the other parts of the examinations and skill tests, is set by the local master craftsman in your trade.

Pride comes into it a lot because the master training you certainly knows and the master examining you and so on.

and you wouldn't want to let your parents down would you? And of course you wouldn't want to let yourself down.

On that crisp, bright afternoon in Berlin, we set out to the old Reichstag buildings. What an impressive piece of masonry dedicated "to the German People", it says all round the top! The awards ceremony was in one of the Reichstag restaurants. When we got there it was filled with the recently qualified young people, their parents, friends and employers.

There were two top tables. The main but smaller one was occupied by the officials of the Hotels and Restaurants Federation of Berlin, who were organising the event; the second by the examination committee of the chamber.

The Obermeister of the federation started the ceremony and said how pleased he was, and he was, that there were more young people starting up

the ladder to become masters, employers, and so on. The name of each recently qualified person was read out. Some were not there (it was explained) as they were already working in Munich or Zurich or on duty.

Those present went up for their awards. Some of them looked a little shy, but most seemed to grow an inch and smiled broadly. As they walked up and then back to their tables, there was applause and people spontaneously jumped up, shaking hands, hugging and kissing and even a couple of the examiners joined in.

It was all so warm and so obviously meant something important. After all, you wouldn't hire the Reichstag building for nothing, would you? I could see why the Germans are so damned serious about training - because they all respect it. But that's a bit of chicken/egg, egg/chicken argument, really.

Musing over this recollection from

Berlin, I still don't know how we go about creating a network of relationships in the UK that respects training. What I do know is that everything that now exists in West Germany has been deliberately created or recreated since 1933. Many of the current rules and details date from as late as 1969. Restrictions on who is allowed to train are now being tightened up yet again for next year.

What worries me most is the direction in which the training system in the UK is going. I am acutely suspicious that too many MSC officers have adapted Yossner's famous saying to "Giz a job - I can reduce the training time on that". This sounds very rational at first, but it's too easy to reduce the respect and seriousness of the training itself. We need to pull ourselves up short and in a thousand institutional ways determine to take it all a bit more seriously.

My musings and meditations were cut short because my eldest boy wanted to play a few of his old records (from 1981). One of them was by Madness* and the song of Star 80. Odd-job-man. Is this, I ask, the type of our training system?

Any job, that you want done
Phone me up, cos I'm the one
Electric, plumbing, woodwork too
I'll do the job for you - that's what I do

I've never done the same job twice
Leave it to me, take my advice
I'll double the work for half the price
The finished job will look - quite nice

Well that's the way to do it
Just be as quick as a flash
Don't hang about - just in and out
And always ask for cash

Stan must have been on a YOP in 1981. Is the "broad-based training" "occupational training-families" on a YTS going to produce anything different? Will it lead to real specific training that trainers and trainees can take a pride in? Or is it all Madness, pure Madness? I hope not.

Russ Russell is a staff tutor at the Further Education Staff College (FESC). He has visited West Germany many times to look at vocational education and training.

* Lyrics reproduced by kind permission of Nitty Sounds Ltd/Warner Bros Music Ltd

Nick Wood on widespread support for a new government policy statement Sir Keith coup on pupil records

The old adage that you cannot please everybody took something of a knock this week when teachers' organizations and employers welcomed the Government's draft policy statement on records of achievement for school leavers.

Sir Keith Joseph, the Education Secretary, pulled off this unlikely coup by firmly and neatly quashing two of the most contentious issues surrounding the development of such records, or pupil profiles as they have been more popularly but less accurately known.

The policy, which is meant to shape the format of the records which should be available nationally to all leavers in around five years' time, insists that they should be prepared for all children, not just those who do not take public exams, and that they should not include derogatory comments about youngsters' character and personality.

The statement says: "To confide the target group to those expected to leave school with few if any examination certificates, or to leave at the earliest possible opportunity, would make records of achievement less attractive to the recipients and to prospective employers."

"In any case, achievements which are not measured by examinations are important for all pupils."

"The record would need to be confined to the positive aspects of the pupil's career and personal qualities; it would not refer to failures or defects."

Both these points were emphasised by Sir Keith at a press conference to launch the new initiative. Nevertheless, he conceded that the records, which will include the results of public exams and attainments, in the proposed new graded tests, will differ markedly from pupil to pupil.

Not every pupil will show the same measure of enthusiasm, persistence, willingness to accept responsibility and the ability to participate constructively in group activity - qualities which he

Voluntary work, involved in school clubs and societies, leisure activities and pastimes, sport - these are some of the areas Sir Keith Joseph would like to see covered in records of achievement.

But how should such reports be phrased? The survey by Her Majesty's Inspectorate of the existing use of such records contained examples of good practice as well as recommendations which have had a powerful bearing on the line the Government is taking.

This extract reflects the "thoughtful" approach adopted by one teacher and his "detailed, objective knowledge"

about a pupil.

"Brien has a variety of spare time interests of a sporting and practical kind. He is quite a keen fisherman and has a lively interest in motorbikes and mechanics."

"He was given the opportunity, which he took gladly, to extend the range of his outdoor pursuits by participating in a residential course. There Brien was able to do some climbing, sailing, canoeing, camping and pony-trekking. All these experiences were new to him and gave him considerable enjoyment."

But he has not totally reassured the National Association of Schoolmasters' Union of Women Teachers and the Assistant Masters and Mistresses Association, who gave a warning that once the scheme got off the ground it would have "colossal" financial implications.

Mr John Rowe, the National Union of Teachers, said: "undoubtedly it will call for more time and effort on the behalf of teachers. In fact, the only hesitation we have over welcoming the suggestion is the finance being made available. But it is, after all, for pilot schemes and the full financial implications will be clear in due course."

The Government says records of pupils' achievements are needed for four reasons - to acknowledge the full range of their achievements in and out of school, to motivate them, to help schools to identify their needs and encourage their progress, and to ease their path when applying for jobs or

places in further education. The statement also discusses how schools should avoid branding for life their inevitable quota of trouble-makers.

"The general introduction of records of achievement carries a clear risk that those pupils who at school achieve little or nothing that can truthfully be regarded as success will stand out even more sharply than they do at present as a poor prospect for employment."

This point was put by Mr John Swallow, president of the National Association of Head Teachers, who said: "I've yet to meet anybody in my school or any other who hasn't got capabilities. What we haven't been good enough at in the school system is to bring out pupils' capabilities because we have tied everybody to the exam system."

The Confederation of British Industry also seemed happy with the policy statement's accent on the positive attributes of youngsters. Records were a "very useful move", it said.

Not will pupils be left out of the business of compiling their records, which should be built up over their years at secondary school. Their contributions, together with those of their parents, should be encouraged, but teachers will remain the principal authors.

Final ownership of the record would lie with the school-leaver who would be free to decide whether or not to show it to a potential employer.

The Government plans to set up a national steering committee to manage and evaluate the programme of pilot schemes, for which local education authorities are invited to submit bids.

The Secondary Examinations Council will report on the feasibility of including the results of graded tests in the new records. Interested bodies are asked to comment by the end of February, prior to the publication of a final statement of policy.

Job-sharing gets a pilot scheme in London

By Hilary Wilce

London teachers are being asked to consider a pilot scheme to throw open about 30 teaching posts in the capital for job-sharing.

Under the proposal, from the Inner London Education Authority, all teaching posts would be advertised as open to all teachers until the allotted quota was filled. These job-sharing arrangements would then be monitored before any general policy on job-sharing was drawn up.

The authority backs job-sharing as part of its equal opportunities policy. In October it opened all its administrative jobs, and its youth and careers service jobs to sharers.

However, opposition from teacher unions has led it to fight shy of extending the scheme to teacher and other school-based jobs.

In October 1982, a pilot job-sharing arrangement was approved for two teachers working at a Hackney school. In the face of opposition from the National Association of Schoolmasters' Union of Women Teachers.

Mr Brian Jones, a London executive member of the NAS/UTW, said of the current proposals that while his union was not opposed to principle to job-sharing, the deadlines being set by the authority were "unrealistic", and it was not something that could be introduced without careful consideration.

Another problem was overlap in time, he said. "The authority shouldn't be thinking of having two teachers, each working 6.15 to 5.15."

Mr Richard Rieger, general-secretary of the Inner London Teachers' Association, said the association backed the principle of job-sharing, but a number of problem areas had yet to be tackled. One was the question of employment protection for people working less than 16 hours. Another was the preservation of salaries during periods of unemployment. But it

was the question of payment for overlap time, that was likely to prove the most difficult, he said.

The ILTA is sponsoring a half-day conference tomorrow for teachers interested in job-sharing, in association with the Hackney Job Project, which promotes sharing arrangements.

Ms Lynn Brady, of the project, said it had had many requests for help from teachers interested in job-sharing, and there was an urgent need for an official policy and guidelines for schools.

London's existing job-share teachers work at Stoke Newington School, where one teaches physics and the other teaches social studies, and both share responsibility for primary liaison.

Mr Robin Chambers, the school head, said he had been delighted with the way the scheme had worked so far. "Both of them are excellent people, very experienced and very committed. It seems to me you get more than your fair share out of both people."

However, he felt there was a definite limit to the number of job-shares a school could carry. Scattered teachers, job-shares exist in various parts of the country, including Berkshire, and Sheffield, where it has been formally introduced by the local education authority.

Ms Margaret Angier, a teacher who has undertaken a research project on job-sharing in the city, said this week that sharing arrangements seem to work well in the classroom, provided they get the full backing of the head. Her findings are to be published shortly.

A draft recommendation on work sharing is to go before the European Council of Ministers shortly. If Council members would lay on member countries the responsibility for introducing national policies on job-sharing.



Rapid progress: an Operation Drake expedition to Papua New Guinea in 1979

Explorers apply here

Young would-be adventurers are being invited to apply for places on Operation Raleigh, a multi-million pound, round-the-world, international youth expedition (TES, September 23).

The expedition is offering 1,500 places to young people from the United Kingdom, to go on one of the three-month phases of the four-year expedition. Anyone aged 16 to 23 who can swim, speak English and "show they are compatible" may apply. Those now aged 15 will be able to apply next year.

As with its predecessor, Operation Drake, the expedition will choose its participants by a rigorous selection procedure of interviews and weekend tests of stamina and initiative, although 25 per cent of places are being reserved for disadvantaged and disabled youngsters.

In all, 4,000 young people from about 30 countries will take part, and the organizers predict that more than a million will apply.

The expedition begins next November, when the flagship Sir Walter Raleigh sails for North Carolina. Application forms are available from Selection Coordinator, Operation Raleigh, PO Box 370, World Trade Centre, Europe House, London EC4A 3AS (enclosing an A.C.E. 9" by 4").

Dyfed toes official line on pay

by Richard Garner

A Welsh county council this week became the first local education authority to declare its intention of sticking to government guidelines for a 3 per cent increase in teachers' pay next year.

In addition to agreeing to emergency cuts totalling £800,000 from this year's education budget, members of Dyfed County Council will be asked at their next meeting in a fortnight to approve a budget for inflation next year.

The cuts already agreed will reduce supply cover in the county, and force the redeployment of some peripatetic teachers, who have been French, Welsh, remedial education or music teachers, to act as classroom teachers capable of giving supply cover.

The I.C.A. says the £800,000 cuts were necessary because this year's budget was overspent; increased unemployment had forced increased expenditure on maintenance allowances for clothing and reduced the income from school meals as more children became eligible for free school meals.

Mr John Ellis, the deputy director of education, said that if the planned budget for next year was agreed, any pay agreement above 3 per cent would have to be financed by finding additional cuts elsewhere.

Complaint upheld

A Glasgow headteacher, Mr Peter Mullen of Holyrood secondary, has been rapped for issuing a formal warning to a senior member of his staff.

The head had issued the warning to Mr Peter Mallon, principal teacher of music at the school, who had complained that Mr Mullen had been harassing women members of the music department.

The head was then supported by Mr Joe Hogan, Glasgow's divisional education officer, when the complaint was first raised with the Strathclyde education authority.

But last week Strathclyde education committee's appeals sub-committee upheld the complaint which was brought by the National Association of Schoolmasters' Union of Women Teachers.

The nature of the alleged harassment was not disclosed but it is understood to relate to incidents that took place last April and May.

Courses

SMP 11-16

Courses for teachers adopting the School Mathematics Project's new secondary material and for those who simply want to know more about it

Birmingham 3 March 1984 (non-residential)
Wentworth Castle, South Yorkshire
16 to 18 April 1984 (residential)
Bristol 25 to 28 April 1984 (residential)
Leicester 9 to 12 July 1984 (residential)

For further details contact: Phil Goodwin,
SMP Office, Westfield College, Kidderpore
Avenue, London NW3 7ST Tel 01-435 7141

Teacher cuts 'in pupils' interests'

It would be unfair on future pupils for the Government not to cut the number of teachers in response to falls in school rolls, according to a new book on the implications of the changing size of the population.

Its author, Mr John Ermisch of the Policy Studies Institute, says that the Government could keep the teaching force at its present level. But this would mean a lower standard of education for children born when the birth rate was

rising from those born when it was falling.

He says: "It would put a large premium on the good fortune of being born into a small generation. An important objective of publicly-provided education would appear to be a narrowing in the variation of life-chances produced by the fortunes of birth. Such a policy would therefore be a partial abrogation of the education system's responsibilities."

In the past the teacher training system's main experience was of constantly trying to meet persistent shortages, and cuts first began slightly too late. But unless the birth rate collapsed totally it was inevitable that teacher training would have to start expanding again very soon.

From a trough in the next year or two primary school rolls will rise by 16 to 30 per cent to a peak at the turn of the century. This would entail a rise of 325 to 375 per cent in training places during this decade, starting this year.

To cope with future fluctuations in pupil numbers new school buildings could be designed for multiple use by the whole community. Existing ones could be temporarily leased to private users until the next upturn in pupils, while local buses could be met by a four-lane year for the buildings (but not the pupils or teachers).

The Political Economy of Demographic Change by John Ermisch, Heinemann Educational Books/PSI £25.

Hotel protest

Leaders of the National Union of Teachers have decided to stop using the hotel they normally stay in for executive committee meetings because, they claim, the management does not respect trade union rights.

Mr Roger Ellis, executive committee member for West Sussex and Surrey, has written to the management of the Cora Hotel in London complaining about cleanliness standards and reduced workforce, as well as the dismissal of an under-manager. The hotel manager had promised to improve standards and conditions, but the teachers' union says it has not been met.

TVEI areas face staff shortages

by Philip Venning

The extension of the Technical and Vocational Education Initiative to about 40 more local authorities next year will result in extreme competition for new technology specialists, according to Mr Peter Brindle, of the Bradford pilot project.

Final bids for the second stage of TVEI are due in by the end of next week, and a list of the successful projects is likely to be announced at the end of January.

When the announcement is made, local authorities should try to recruit their specialist staff as quickly as possible because the competition will be fierce, Mr Brindle said.

At the end of the project some pupils would have more commercial and industrial experience than the staff, he told a conference in London last week organized by the Assistant Masters and Mistresses Association. This meant there was an urgent need for the technical updating of staff and for teaching to be brought more into line with the demands of industry and commerce.

If the country had a more radical approach to staff development there would be no need for a major curriculum rethink like TVEI every 10 years.

Mr John Woolhouse, director of TVEI, said that what they were really talking about was education for the twenty-first century. Next year's intake would be that of their four-year courses, so that the end of the decade, and it was quite possible that some of all

THE TIMES
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SCHOOL VISITS

In February this year The Times Educational Supplement published a special 16-page feature on School Visits. It gives details on day trips to various museums, the Stock Exchange and historical buildings all round the UK as well as covering Venture Weeks, a 'Do-it-yourself Europe' survival course together with tips on how to make your school visits enjoyable occasions for both pupils and teachers.

This is now available in reprint form, price £1.00 and can be obtained by sending a cheque/postal order made payable to Times Newspapers Limited (no cash please) to Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

The clean-cut radical — an inspired catch for ILEA

David Hargreaves has found a neat way round the problem of writing reports which are never acted upon. He is writing a report addressed to, among others, himself.

The reason for this curious state of affairs is that Dr Hargreaves, reader at Oxford University's department of education studies, now spends two days a week chairing a committee of inquiry into the secondary schools of Inner London.

And, some time next year, he will leave the dreaming spires behind altogether and take up the post of chief inspector of the Inner London Education Authority. (He succeeds Dr Michael Birchough, who retired in the summer.)

It was not, of course, intended to happen that way. The authority's first tangle for candidates at the start of the year failed to produce the right one. Then it crossed its fingers and hoped that Eric Bolton might be tempted across the road from Her Majesty's inspectorate. But he got the chief HMI's job. So the authority advertised again.

By then, Dr Hargreaves had become "utterly fascinated" by his inquiry and was rather dreading the prospect of losing touch with the ILEA when it was over. So he applied, and all was well.

Mr William Stubbs, the authority's education officer — who originally persuaded Dr Hargreaves to chair the secondary inquiry — is, by all accounts, very pleased with the catch. The pleasure seems to be widespread. "An inspired appointment" is, for instance, the view of Mr Tim Brighouse, Oxfordshire's CEO who has worked closely with Dr Hargreaves on in-service training.

Given that Dr Hargreaves has not taught in a school since the mid-1960s and has never run anything other than a research project, the general enthusiasm might seem surprising.

But he is not one of those educational researchers and teacher trainers about whom teachers — and education moisters — love to fulminate. For a start, his books on educational sociology are firmly based in the classroom, readable and widely read. (His particular interest is urban secondary schools and the education of working class children.)

Second, he likes going into schools and helping practising teachers. He sacrifices many weekends each year to whole-school conferences, co-operative ventures in in-service training. Some might call that masochism; he enjoys it.

He is very good at it too. "He enables teachers to be shown what they're doing through a mirror — and then suddenly gives them a remarkable insight", Tim Brighouse says. "He's also terrific at spotting institutional prejudice, such as the effect on children and teachers of timetabling."



Profile

Biddy Passmore talks to Dr David Hargreaves, inner London's next chief inspector

For one who has come up with some pretty radical educational ideas, Dr Hargreaves's appearance is slightly surprising. There is certainly nothing of the bearded radical about him. A pleasant but unremarkable face, a courteous if slightly reserved manner, a neat suit. He likes opera, hill-walking and novels. He could almost be one of these civil servants whose influence on the curriculum he so much dislikes. He is 44 and was born and brought up in Bolton, with a short period in Wigan where, he likes to point out, he attended the school earlier graced by Eric Bolton. State primary schools were followed by Bolton School, then direct grant.

At Cambridge University he studied first theology and then psychology, a pioneering combination for which he had to fight. Having started with the intention of becoming a clergyman, he finished his degree determined on a teaching career. But he did not take a postgraduate teaching diploma.

Why not? "At the time, people didn't think much of it," he says. "I tended to be regarded as a softy. I thought I'd learn more teaching full-time for a year."

Nor did he miss the training at first, he adds, although he did very much long for training later. He thinks that is

a common experience: "Student teachers often don't find psychology, sociology and history relevant but after a year or two, there's very much more they do want to know. Teachers after several years' experience are among the most motivated students I've ever met."

Accordingly, he would prefer a pattern of teacher training in which initial training was very short — certainly less than a year — with an automatic right to subalterns at a later stage.

After a spell teaching religious education and English at a grammar school in Hull, Hargreaves became a researcher-cum-teacher at a secondary modern school. He was then recruited to Manchester University to teach social psychology and found there was a rich field as yet almost untapped, for him to mine: relationships within the classroom.

The resulting books have become classics. *Social Relations in a Secondary School*, *Interpersonal Relations and Education* (with Hestor and Mellor) *Deviance in Classrooms* are all familiar works in colleges and departments of education.

In 1979, he moved to the Oxford department of educational studies, to the newly created post of reader. From there, he published his most recent book, *The Challenge for the Comprehensive School*. Addressed to the teaching profession, it is a convincing analysis of the school curriculum and the way it destroys pupils' dignity with what is to some a less convincing proposal for reforming it.

It suggests an end to exams at 16-plus and a compulsory core curriculum for 11 to 15-year-olds with two central elements: an integrated course in civics and studies and a course in expressive arts, crafts and sport. This core would take up about half of pupils' time; the rest would be split between remedial options (not just for the least able) and particular fields of study where pupils showed special interest or talent.

Having made the transition from researcher to polemicist, Dr Hargreaves has now become a doer. Might some of the ideas in his book find their way into the report on the ILEA's secondary schools, which is focused on under-achievement and disaffection? Astonishing as it might seem, he replies, he had actually put the book out of his mind when he started the inquiry.

The inquiry is, in any case, a strictly practical affair. Dr Hargreaves made it clear at the start that he was out in the business of bashing schools; he wanted to find good practice and build on it. So his committee set to work, visiting as many secondary schools as possible (60 at the latest count), talking to heads and teachers, pupils and parents.

His treatment of committee members has mostly been tough but rewarding, according to participants. Although he has very strong opinions of his own, you can argue with him, one said. "But not with a froth of emotion or a fit of indignation. It's like playing chess, you just can't allow your feelings to get in the way." He is said to be consistent and honest, retreating quickly when he realizes he is wrong.

But one or two question marks remain over his ability to manage people. Some colleagues, citing his skill as a teacher trainer, say he has the charm, insight and energy to be a good administrator. Others, recalling his contemptuous dismissal of work and ideas he considers shoddy — or just does not like — think he may himself need some in-service training in tolerance.

He will have to learn fast. As the ILEA's chief inspector, he will have a department of some 130 inspectors to run, as well as the school psychology service and in-service training in 1,100 schools, 34 colleges and polytechnics, 24 adult education institutes and 125 youth centres and clubs.

His administrative skills will certainly have to prove equal to his gifts as a teacher and communicator, as the ILEA's chief inspector, he will have to guide the school through the coming years of unprecedented upheaval.

Sweeping changes seen in new science course

by Nick Wood

A new skills-based science course for all children aged 11 to 16, which could revolutionize science teaching in the same way as the Nuffield Project of the 1960s is to be developed by a team of lecturers and teachers based at the University of Warwick.

The aim of the course is to use intensive practical work to teach children the basic scientific "process" skills of problem-solving, such as observing, inferring, classifying and analysing data. Less emphasis will be placed on knowledge and the need for children to memorize large chunks of factual material.

Dr Peter Screen, the project leader, believes that the new approach will give all youngsters a better understanding of science and its application in an increasingly technological world.

Pointing out that the thinking behind "Process Science" was closely in tune with that of the Secondary Science Curriculum Review, the government-backed body drawing up a radical new approach to science teaching, Dr Screen said that new teaching

materials scheduled for release in school in 1986 would form an ideal core curriculum for the proposed 16-plus exams in science.

They would be slanted towards an integrated science approach, but they would also be suitable for teachers of the established separate subjects.

The project is being supported by Rank Xerox, who have given £50,000 for 15 teachers from Leicestershire schools to work with Dr Screen on the design of a curriculum package.

Great emphasis is being laid on assessment. The package is likely to include graded tests in science and a range of exercises intended to measure how pupils perform when working alone and in groups.

The project will also seek to develop skills more often associated with industry such as leadership, communication and the ability to write and present reports.

The individualized approach would make it eminently suitable for mixed-ability teaching, Dr Screen said.

Brooke faces pressure on adult education

by Diane Spencer

The Association of Metropolitan Authorities is demanding a meeting with Mr Peter Brooke, junior education minister, to persuade him to set up a national development body for adult education.

Last week Mr Brooke announced that he was proposing to give the National Institute for Adult Continuing Education £50,000 a year for a development unit.

He told a conference in London organised by NIACE that his plan had to be discussed further with local authority associations. This week AMA made it clear that it was not satisfied and will press for the now defunct Advisory Council for Adult and Continuing Education's recommendation of a national development body with a £1.75m budget as its successor.

Mr Brooke's announcement, although disappointing to his audience of councillors and local education officers, ended months of speculation about the possible successor to ACACE which folded in October. The Government was known to be unenthusiastic about setting up another quango.

The Minister said that the Institute was ideally suited to speak for adult education.

It did not depend entirely on the DES for money, so it had an independent voice; it had built up a considerable network of contacts; all the major interests in the adult education world were represented on it and it could play a valuable role in determining policy.

Parents' fears for tertiaries

Plans for the first tertiary colleges in the Inner London Education Authority have been criticized by parents for not being implemented fast enough.

The ILEA agreed last week that the number of secondary schools in Wandsworth would be reduced from 14 to nine in September 1985, and to this 11 to 16 age range. Two tertiary colleges will be set up when premises are available by the end of the decade. Meanwhile, two sixth-form teaching centres will operate at Mayfield and Henry Thornton schools.

Mrs Maggie Jones, secretary of the Wandsworth Association of School Parents (WASP), said this week that

although they were pleased with the principle of tertiary colleges, they feared that they would be stuck with a second-rate system of sixth-form teaching.

The tertiary plan was proposed in a case study by the first ILEA division to support the idea with any enthusiasm. Mrs Margaret Morgan, chairman of the development subcommittee explained. Changes had to be made because Wandsworth secondary schools are anticipating a drop of 36 per cent on roll.

At least three further education colleges will be reorganized under the new system but details have yet to be worked out.



From bed to bedlam

Statistics show how much children hate getting up. Julia Hagedorn reports

Scots nationalists may like to start the day with a bowl of porridge — but Scottish children, it seems, cannot bear the stuff.

In fact, even English children eat more porridge than Scottish youngsters do. Only 2.8 per cent of young Scots choose this breakfast compared with 6 per cent in the north of England.

Contrary to common belief, the fried breakfast is also a thing of the past. It is eaten by only 5 per cent of 8 to 13-year-olds. Some 53 per cent of British children choose cereals and 30 per cent toast or bread.

Nine per cent of eight-year-olds either have only a drink for breakfast or go to school with an empty stomach, and by the time they are 11 this has risen to 18 per cent.

These statistics on children's breakfast-time eating habits have been collected by the BBC Schools Radio series *In the News*, which produced a questionnaire that was completed by 46,000 8 to 13-year-olds. The answers were accompanied by several thousand letters which give a vivid picture of morning life in Britain.

Getting out of bed is universally disliked, although apparently least so by youngsters in the South East where 24 per cent get up at 6.45 am as

compared to 13 per cent overall. The respondents from Northern Ireland are the laziest: only 7 per cent are up at 6.45 am and they have the highest percentage (22 per cent) who do not get up until 8 am.

The time most (75 per cent of the English and 65 per cent of the rest) get up is 7.45 am... but not without complaints. Paul Jones of Birmingham states categorically "I hate getting up

'My mum says there should be a law against getting up so early'

in the morning and I hate washing and I hate going to school" and 13-year-old Sharon Neville of Sarf can hardly drag herself to school. "I don't really do much in the mornings... it tigers me out enough just be getting up".

The Northern Ireland children are not good at getting up by themselves, either. Only 32 per cent do so as compared with 50 per cent of the southern English. And 17 per cent of them have to be ordered out of bed as compared with only 8 and 9 per cent of the South and South West respectively.

The task of getting the children up seems to fall on mum's shoulders. The poor mums do not like getting up either. Carmen of Peterborough says "Mum makes me get up about 6.45 a.m. so she can help me and then have time for my two sisters... I think this is a terrible time and my mum says there should be a law against getting up so early".

Once up, the problems aren't over. There seems to be a fair amount of bullying and fighting, adding to the general bedlam. Debbie Shafoc of Harrogate says "Eight o'clock strikes the clock, then life changes. Rush about

kicking my sister several times on the butt... I hate breakfast. The bathroom comes next. Toothpaste gone. Water everywhere, soap on the floor. My brother's pinched my toothbrush!"

'When I get up in the morning I hit my sister and bully her'

Darren Burns of Carlisle makes no bones about his bullying. "When I get up in the morning I hit my sister and bully her. Sometimes I get hit as well but I am not bothered about it". Nor does Gary Stanley from Brighton. "My brother wanted a bacon sandwich but all he got was a boot in the shins... he hid my shoes, threw my football boots at me, ripped the newspaper. He won't

be sitting down until Sunday." But the most chaotic time of all was had by Daniel Whittington from Brighton. "I ran down the stairs, put a pair of my sister's thrills on my head and half way down I put my hand in some cat's meat. The sawer went flying on the carpet and the meat rolled down the stairs."

Mostly it is the mums who get the breakfast: 44 per cent as compared to 6 per cent of the dads. Irish mums are particularly zealous: 58 per cent get breakfast.

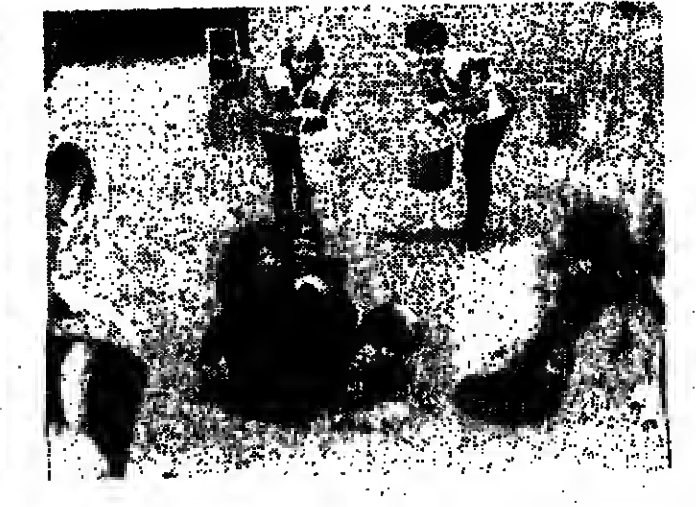
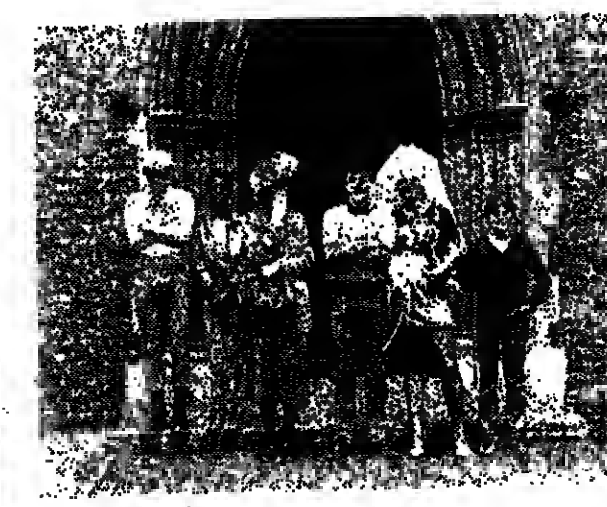
Before they go to school, 33 per cent make their beds (although only 23 per cent of the Northern Irish) and 38 per cent care for a pet. Breakfast TV is popular — 36 per cent watch it — and a surprising 14 per cent of eight and nine-year-olds do exercises to keep fit. Nearly a quarter of the younger children (21 per cent) read a book but only 10 per cent of the 12-year-olds. Thirteen per cent of children on average read a newspaper — though only 3 per cent in Northern Ireland.

And only 30 per cent of the boys did any chores while 53 per cent of the girls did — suggesting that sexism, like clarity, begins at home.

Copies of *In the News* are available, priced 50p, from BBC Schools Radio, BBC, London W1A 1AA.

Have you seen this?

During the first full week in December a series of preview programmes for teachers has been arranged. It will enable teachers to see or record some of the I.T.V. school programmes that are due to be transmitted during the Spring and Summer terms 1984.



Preview times are as follows (approximately):

Monday 5th December: Age Range: 4 to 7 until 10.40*

- 9.30 My World
- 9.45 Let's Read with Basil Brush
- 9.55 Shop, Look, Listen
- 10.05 Seeing and Doing
- 10.20 Alive and Kicking
- 10.40 Parenthood

*Please note regional and age-range changes of this time

Notes: Scottish TV, Border TV and Grampian TV. Scottish History
Anglo Survival
R.I.V. West Manscape
I.T.V. Wales About Wales
Ulster TV: Ship and Jump

Tuesday 6th December: Age Range: 8 to 12

- 9.30 Insight
- 9.45 Starting Science
- 10.00 Picture Box
- 10.15 Ways With Words
- 10.30 Middle English
- 10.45 A Place to Live

Wednesday 7th December: Age Range: 11 to 18

- 9.30 Good Health
- 9.45 Your Living Body
- 10.00 Living and Growing
- 10.15 People and Politics
- 10.35 The English Programme

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NEWS

Why the Force may not be with you

Recruits to London's police are better qualified than their predecessors, according to the controversial report into the Metropolitan force published recently.

Sixty per cent of officers with up to two years' service reached the minimum standard for entry without exam, says the survey by the Policy Studies Institute. This compares with 21 per cent of officers who have served more than 20 years.

This is one of the findings from the survey which caused a stir by revealing a lack of confidence in London's police, particularly among West Indian youths and some young whites.

The survey shows that in the past two years only 5 per cent of all officers had no qualifications on entry, compared with 13 per cent of inspectors who have served up to 20 years.

There is a sharp increase in the proportion of graduates and entrants with A levels although the number entering the graduate training scheme constitutes only 11 per cent of all graduates in the force.

The survey predicts that the continuing trend will lead to a different type of senior officer.

But at present there are problems. For example, a considerable number of policemen and women do not write fluently when taking down statements and recording comments.

Measures have already been taken to place more emphasis on writing skills in the selection procedure. The pass score on the selection test has been raised, and applicants are now being asked to take it regardless of their educational qualifications. Also,

A survey of London's police shows that it still does not see school liaison work as a significant part of its community policy. Jo Newson reports

stiffer standards for the English parts of the test have been introduced.

Although the survey devotes much space to the subject of the police and young black people, the PSI almost overlooks the subject of liaison with schools. The 1,100-page report includes only one paragraph on school liaison, concluding that its influence is limited to a "background drip effect".

Mr David Smith, principal author of the report, accompanied police on some school visits, but felt these were severely limited. He said: "You can't assume that if they get on, it will be carried over to other situations. My own view is that it's not very significant, but we didn't try to measure it."

Superintendent David Canale, of the A7 Community Relations Branch, disagrees with the report's verdict. He agrees with David McNea, former Commissioner of the Metropolitan



Hearts and minds... the classroom marks the start of the fight against crime

Police, that "unless we win the hearts and minds of children and gain their confidence and respect from an early age... we cannot hope for much success in our fight against crime and disorder".

Superintendent Canale cites A7's own study which found a significant fall in police referrals where the police-liaison policy of visiting each class once a year was implemented.

Similar findings have emerged from an HMI report *Police Liaison With The Educational Service*, published this year. But, as the Advisory Centre for Education pointed out recently, this leaves open the question of whether pupils are deterred from committing crimes because of police edu-

cational activities in schools. At Highbury Grove secondary school, London, relations between the "local bobby" and school children are described by the headmaster as "low-key and friendly". Mr Laurie Norcross sees police involvement as important for building a good relationship on both sides.

Teachers have not always been so receptive. Mr Richard Rice, secretary of Hackney branch of the National Union of Teachers, feels that police in schools are there to perform a public relations exercise and that they use the contacts for surveillance purposes. He sees the PSI survey as an indication that racist attitudes are "institutionalized" in the force.

The Metropolitan Police's youth and community section may now be taking the whole issue of schools liaison more seriously. Home beat officers currently take a one-week course at Middlesex Polytechnic covering subjects such as "language communication", "video impact" and "educational technology". The juvenile bureau is currently in negotiation with the polytechnic to develop a course aimed specifically at secondary school liaison.

The Advisory Centre for Education this week expressed concern that the Codes of Practice accompanying the Police and Criminal Evidence Bill currently before Parliament could lead to it being commonplace for police to enter schools to arrest or interview children.

In a letter to Sir Keith Joseph, the Education Secretary, it points out that such practice would be "against the interests of children and clearly against the natural rights of parents to be present when a child is interviewed or arrested by the police".

A row has broken out over a police force's plan to repeat "truancy patrols" to prevent Christmas shopping by youngsters.

Under the scheme, school children found in Sheffield City Centre during school hours are held at a police station until collected by their parents. When the exercise was carried out for the first time last year, officers detained 33 young people.

Now Mr Mike Bower, Sheffield education committee chairman, has demanded that plans to stage more "swoops" should be abandoned.

Too much French accent

by Richard Garner

Teachers qualified in Spanish or Russian are being forced to teach French classes as opportunities for pupils to learn a second language dwindle, the National Union of Teachers said this week.

In its response to the Government's consultative paper, *Foreign Languages in the School Curriculum*, the NUT says that the existing dominance of French as the first or only language taught to most pupils "cannot be justified on educational grounds".

The union said it viewed with great concern the fact that many teachers qualified in Spanish - and some in Russian or Italian - were now being forced to teach French or subjects other than a modern language.

The NUT was also concerned about the imbalance between the numbers of boys and girls entering examinations and the "highly literary" nature of most syllabuses.

It urged a shift in emphasis "away from an apparent belief in the inherent superiority of European modern languages and towards an acknowledgment of parity of status for the languages of our ethnic minority communities".

The union took exception to the

statement in the consultative paper that foreign languages were best taught by teachers whose native language was English or Welsh, rather than by foreign teachers employed as exchange teachers or otherwise to teach their native language.

The enormous reduction in the number of foreign language assistants in schools - 40 per cent over the past 10 years - has had serious consequences for foreign language teaching in Britain's schools, the NUT added.

"Such a drastic fall in the number of language assistants employed in Britain has far-reaching effects," it said. "Not only are pupils and teachers in this country denied the opportunity of contact with a native speaker but also opportunities for British student teachers to be employed as assistants abroad are being reciprocally cut."

The NUT added that it had "long deplored" the need for early specialization imposed by the A level system, which obliges young people to cease study in important areas of the curriculum after 16. The union believed all sixth-formers who wished to continue their study of a foreign language should have the opportunity to do so.

HMI critical of canings

by Philip Venning

A school where all teachers are allowed to administer corporal punishment and where the number of beatings rose by 20 per cent last year is strongly criticized by Her Majesty's Inspectorate this week.

A report on Chell High School, a 12-16 comprehensive in Stoke-on-Trent, says that corporal punishment is the main sanction used. There is no school detention system, few pupils are placed on report and troublesome pupils are rarely referred to senior members of staff. There had been no suspensions in recent years.

Between September 1982 and March this year 180 cases of corporal punishment - normally caning on the hand - were recorded. Of these 91 were by the head and the three senior teachers, and 89 by 17 other teachers.

Although there was some evidence that senior staff were beginning to question the use of corporal punishment, the absence of other sanctions

"undoubtedly encourages some teachers to resort too readily to caning, sometimes for offences of a not very serious nature or as a means of achieving classroom control."

The fact that half the staff did not use it should encourage the whole staff to rethink their policy and find better alternatives.

"At the very least it is necessary to restrict the use of corporal punishment to members of the senior management team, who would then be responsible for ensuring that it is administered only when absolutely necessary."

The inspectors' visit discipline was satisfactory, and close staff supervision ensured good behaviour at breaks and between lessons. There was an air of order and respect for authority about the school.

Elsewhere the report points out that there is an unusually marked division of the sexes in the school, which may help to reinforce stereotyping.

NEWS

Joseph questions value of diversity

The diversity embedded in the English education system is a two-edged sword, Sir Keith Joseph warned last week.

While it enables local authorities and schools to try out all manner of new ideas, it may also hide pockets of poor performance, the Education Secretary told a major curriculum conference organized by Croydon education department.

"Diversity of practice among and within L.E.A.s means that ideas can be tried out on a scale that would be impossible in a monocultural system. We would be much the poorer without this scope for diversity and experiment."

"But diversity implies that practice in some areas is bound to be more successful than in others... The fact is we have probably accepted with too little question the existence of diversity as an unqualified good."

"The time has come - perhaps it's

Nick Wood reports from Croydon education department's conference on the curriculum

indeed overdue - to ask pointed questions. What's the purpose of variation in practice? Does it have any harmful effects? In what way does the exercise of diversity prove valuable? Do different areas have different experience of their children?"

The Secretary of State also expanded on the thinking behind the Government's efforts to arrive at a national policy framework for the school curriculum.

Sir Keith said he "didn't like over-centralized control" but there was a need to "arrive at a nationally agreed view of objectives and define in a better way the content of the curriculum."

Without clear objectives it would be impossible to assess the performance

of the education system and teachers would be unable to ensure coherence and continuity in their work. He told the conference, which was held to mark the completion of consultations on Croydon's curriculum policy statement.

The curriculum policy documents now being finalized in all the L.E.A.s in England and Wales could also be of immediate practical benefit, Sir Keith said.

Later, answering questions, he rejected the assertion that extra resources were needed for schools to do a better job and pointed out that the pupil-teacher ratio was better than it ever been. The resources "alibi" did not stand up, he said.

Over lunch, Mr Donald Naismith,

Croydon's director of education, privately pressed Sir Keith with his criticisms of the Government's education policy. He later told the TES: "The difficulty with this Government has been that it is seeking institutional change, dishonestly, in that it is hoping monetarist pressure will bring about desired results instead of saying this piece of institutional or constitutional machinery no longer works, let's replace it with something else."

Mr Naismith, who was chief officer of nearby Richmond for six years before moving to Croydon in 1980, said that outmoded regulations, drawn up in times of relative plenty, hampered authorities in their efforts to cope with rapidly changing circumstances and tight budgets.

Protected salaries paid to teachers whose jobs had been downgraded with the arrival of the comprehensive system, cost Croydon £750,000 a year.



Malcolm Skilbeck

Consensus on core needed

The pluralist nature of modern British society is no argument against schools and public education authorities agreeing on a core curriculum for all pupils, Professor Malcolm Skilbeck, head of curriculum studies at the Institute of Education in London, told the conference.

"The critics urge that we live in a pluralist world. There is no consensus, there is no central, agreed set of criteria - values, truth itself, all are relative, fluid, changing. Individuality, group differences, diversity - it is from these, it is said, we must start."

"As a matter of fact, there are in our society common institutions, values, and ways of life which can be taught," Professor Skilbeck said. "Whether they ought to be taught depends on whether you think the school has a responsibility to sustain the social and cultural order, to foster and strengthen social purpose, unity and cohesiveness."

"The matter does not rest there, however, for the question to be answered is whether in a pluralist, relativist society, public education authorities have a legitimate role in fostering concern for and interest in these matters and the school's response to them."

Teachers upset by boss's call for 'industry fodder'

An employer who claimed that schools were not turning out "the fodder for industry" was jeered by teachers at the conference.

Mr Dennis Prescott, governor of a secondary school and head of an engineering firm that takes on 25 school-leavers every year, said: "The standard of my company's work is suffering because young people cannot work the machines in front of them."

"There's no discipline in schools. Young people come into industry and expect it to be like school where they are free to do as they like. They are not getting down to the business of learning."

Mr Prescott's outburst came in a 90-minute open forum on the Croydon

curriculum document. At one point he was nearly drowned out by catcalls from the audience, mainly from a vociferous contingent from the National Union of Teachers, but his remarks also drew some applause.

He was rebuked by Mr Tom Leney of Croydon NUT, who said: "I am not interested in discussing 'fodder' for anything. If he is concerned with the standards of education he should just look at the results. Croydon comprehensives are performing favourably compared with the grammar school days."

Mr Leney said Mr Prescott should visit "any school, any day of the week". He would soon change his mind.

RECOGNITION SCHEME 1984

The RSA (full title Royal Society for the encouragement of Arts Manufactures and Commerce) began its promotion of *Education for Capability* in 1979 and since then has promulgated the campaign in a number of ways. One of these is to run its Recognition Scheme, now in its fifth year.

The purpose of the Scheme is to identify, encourage and publicise educational programmes designed to help people, whether school pupils, students or adults, to learn how to live and work more effectively. Applications will be welcomed both from all parts of the education system, and from public and voluntary bodies and industrial and commercial enterprises, from within the United Kingdom.

1983 Recognition Scheme certificates went to the Problem-solving and Design Centre at Airedale High School, Castleford, Yorkshire; the Design for Living programme at Brentwood County High School, Brentwood, Essex; the Lower Sixth Form programme at Cranford Community School, Hounslow, Middlesex; the Integrated Education Project in Rural Science at Dartmouth School, Dartmouth, Devon; the Foundation Course in Recreational and Creative Subjects at the Eden Valley School, Enderbridge, Kent; the General Studies course at Long Road Sixth Form College, Cambridge; the Waldorf Preparation for Life course at Michael Hall Rudolf Steiner School, Forest Row, Sussex; the Solving Problems - Individual, Community and Environment - Course (SPICE) at Walton High School, Walton-on-the-Hill, Staffordshire; the B.Ed Degree in Pre-service Primary Teacher Education at the School of Education and Teaching Studies, Thames Polytechnic, Dartford, Kent; the Crosskeys Islwyn Challenge at Unit 7, Nine Mile Point, Carmelinfach, Gwent; and the Social Skills Training Course for the Transition to Independent Accommodation of the Housing Support Team at the North Lambeth Day Centre, London.

If you wish to seek Recognition from the Society for a programme which aims at the objectives of *Education for Capability*, please write for particulars (the closing date for entries is 29 February 1984) to: Timothy Cantell, Education for Capability, Royal Society of Arts, John Adam Street, London WC2N 6EZ.

Royal Society of Arts

Minister underlines staff role in candidate selection

by Bert Lodge

Teacher training applicants joining in the life of schools for a day would allow teachers to have a look at them, Mr Bob Dunn, education junior minister, told a conference last weekend.

He was affirming the Government view that classroom teachers should be involved in the selection of candidates. But the idea was received sceptically by most of the audience attending a conference organized by the Standing Conference on the Education and Training of Teachers (SCETT), an independent body set up by the teacher associations.

They believed that such a scheme was impractical with so many applicants for so few places. To emphasize the importance the Government attached to in-service training Mr Dunn announced that the

direct grant from central funds for this would be increased from £7m in 1983-84 to £11m in 1984-85 with an additional £3m for further education staff.

He also indicated that a recommendation in the summer from the Advisory Committee on the Supply and Education of Teachers for a single national council to accredit courses in both the public and the university sectors is likely to be accepted.

But his insistence that such a council should be composed of individuals appointed by the Secretary of State is likely to bring Sir Keith Joseph into conflict with the National Union of Teachers which insists on union representation.

This will have to be resolved quickly if the proposed timetable is to be kept. Mr Dunn said: "If we decide to

establish an advisory council we would have to set it in operation some time next year with a view to completing its review of all courses within four years at the most."

He reaffirmed the opinion of Sir Keith that schools needed teachers who were expert in their school subject, particularly at secondary level. But, Mr Dunn added, "nor can the primary teachers be left out of this. The White Paper on teaching quality does not propose that all primary teaching should in future be on a subject basis."

"We fully recognize the role of the classroom teacher. But we do not think that schools should be satisfied with a level of generalism which impedes the full development of the children in any area of the curriculum."

RE specialists hardest hit

Among teachers newly-qualified with a university postgraduate certificate of education, unemployment is most acute among religious education specialists, according to a survey of the 1983 PGCE leavers.

Of this year's RE output 15.7 per cent are still looking for a job compared with only 3.8 per cent at this time last year.

The Universities Council for the Education of Teachers, authors of the report, call the position "the more disquieting, since the increase is built

upon a reduction in numbers recruited in 1982."

For graduate teachers as a whole the findings are more encouraging. Some 73.8 per cent of the output have found teaching jobs in this country compared with only 70.2 per cent last year. Among the rest 7.8 per cent are still unemployed and looking for a teaching job while 3 per cent have obtained other jobs and are not at present seeking a teaching post.

Other categories include going to teach abroad (3.2 per cent), proceeding

to further study or research (2.3) in work of some sort but still seeking a teaching job (0.9), deferred entry for personal reasons (2.3), others fitting into none of the categories mentioned (1.2) and those about whom nothing is known (5.5).

Behind the 15.7 per cent of RE specialists 12.5 per cent of those qualified in history and 10.5 per cent in English as a foreign language are still looking for a job in a school.

Among those who qualified to teach primary and middle school pupils 16.4 per cent are still unemployed, compared with 19.3 at the lowest point in the fall in primary jobs before the upturn begins in the next few years.

A welcome drop in unemployment among graduates to combined modern languages is apparent and UCET comments, "This appears to be at the expense of teachers of French and German as single subjects and perhaps reflects the needs of the schools at this time of falling rolls for teachers of more than one foreign language."

Employment of students completing courses of initial teacher training in universities in 1983. UCET: 38 Gordon Square, London WC1.

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SPORT

Bert Lodge at the annual conference in Bournemouth of the Central Council of Physical Recreation

Growing threat to school fixtures

Inter-school fixtures and even inter-house sports may disappear within the next 10 years, the conference was told. This warning came from Mr Donald Palmer, a London secondary head and chairman of the National Council for School Sports, the coordinating body for 29 national schools' sports associations.

Mr Palmer blamed changing attitudes among teachers, particularly trade unions, and the universal acceptance of the five-day week. Challenges to the authority of head teachers was another factor.

He added: "Only the dedication of an ageing generation of teachers is why school sport still looks healthy. But successors to them are not coming through and unless this trend is reversed there will be no school sport in the future."

Teachers' contracts were now being prepared with a working week of 27½ hours specified in them and this was robbing PE teachers of the supporting staff they deserved, Mr Andrew Petherick, general secretary of the Physical Education Association of Great Britain and Northern Ireland, told the conference.

"When the teacher sees that in writing the temptation is to work just that amount of time," he said.

This together with economic cuts and a rearrangement of priorities within the profession was bringing about a situation whereby competitive sports could no longer give all pupils the chance to achieve their optimum physical potential.

Without referring to Mr Palmer, he pointed out that teachers were having to re-think their curriculum priorities. Only a small proportion of pupils were ever involved in representing the school. He said: "Is it right that 36 per

cent of staff time together with £2 per cent of the budget should be spent on just 21 per cent of the pupils?"

Physical education advisory staff had been cut heavily. Many authorities employed only a quarter of the staff of 10 years ago. Mr Petherick knew of one county formerly employing five PE advisers where now only one had to cope with 480 primary schools and 95 secondary.

In some parts of the country grass-cutting in summer was limited to only once every three weeks. The pressure on PE students for academic credibility was also taking its

are coming from them that in education everything is changing."

Mr Palmer, head of Burlington Danes School, Hammersmith, and a former president of the English Schools' Football Association, said union activity had brought out some of the worst aspects of teachers as it had in so many other professions.

"As a head I am not legally allowed to pressure staff into taking part in activities. If I do, I get union representatives on to me. It's vital that the head encourages and stimulates activities, but he is hamstringing."

"Fifteen years ago I felt my word was law. I was regarded as a bit of a dictator. Now so many people are telling me how to do my job. All is not well in schools because so many people at the top have made changes without

monitoring them."

He observed that the five-day week had become a norm. In addition authorities were beginning to stop paying expenses so staff were asking, "Why should we bother?"

When he started in the profession over 30 years ago staff were told that participation in sport would count for promotion. Some local education authorities still paid lip service to the idea "but then put obstacles in our way when we try to promote it."

Mr Palmer defended competitive sport in schools. "We have undervalued it. Competitive sport is a vital part of the system. Pupils like competing against each other - it is human nature. Competitions within school are also important because they involve everybody."

their own class for the subject. Another burden was the effect of the 1981 Education Act which put handicapped children in ordinary classes.

Mr Petherick asked why there should be school championships one week and county championships the next.

It was time for the role of head of department in PE to be re-examined. He said: "I believe he must become much more 'director of physical education and recreation'. He must liaise with primary schools, with outside coaches and local clubs."

At the same time he warned against the diversity of sporting activity which some schools practised at the expense of depth. Mr Petherick said: "Most programmes should be built around the basic areas of gymnastics, dance, games and athletics, swimming and outdoor pursuits. This will allow particular interests to develop."



Neil Macfarlane

Facilities campaign

Mr Neil Macfarlane, Minister for Sport, confirmed to the conference that a new initiative jointly with his department and the DES would be launched in the next few weeks to extend the use of school sports facilities to the general public (TES, November 18).

He said: "Most local authorities already have some effective sharing schemes. Indeed the vast majority of local authorities have adopted policies favourable to dual use. Why then isn't dual use more widespread?"

Mr Macfarlane thought fear of the expense and problems of management were putting some authorities off. Yet these schools which did make a success of it had no magic formula nor access to any more money.

Approaches to other publicly-owned sports facilities would also be made. He added: "I refer here to the nationalised industries, to hospitals, to bus and the passenger transport authorities and to the Civil Service sports council. The Sports Council will, of course, play the coordinating role."

SCHOOL TO WORK

MSC seeks major inquiry into industrial training cash

The Manpower Services Commission is asking the Government to set up a top level inquiry into the funding of industrial training. This may bring into question the way in which further education colleges are to be funded in future.

The Government accepted the need for a comprehensive review of funding in its 1981 training White Paper which headed the Youth Training Scheme. But it said it would like to see what emerged from a study which the MSC was proposing to carry out.

That study has never been undertaken - possibly because the Commission had its hands full developing the YTS and the driving force behind the proposal, Sir Richard O'Brien was replaced as Commission chairman soon after.

The issue has now become urgent because the Commission is setting out to establish a comprehensive national system of training for adults. This will concentrate on people already in jobs, unlike the Youth Training Scheme and the programmes for the unemployed which the Government has funded.

It is not known yet how the new adult training arrangements will be paid for, and at their meeting this

month, approving the new adult training proposals, the commissioners voiced fears about the lack of resources.

They were advised by officials that there was little chance of getting much extra money from the government and that the system would have to depend largely on better use of the money already been spent by local authorities and employers, and perhaps by a contribution from the trainees.

Edited by Mark Jackson

At the request of the commissioners Mr David Young, the chairman, has written to the Secretaries of State for Education, Employment, and Industry, proposing a general study into the funding of industrial training.

Among the things the inquiry would look at is the proposal from MSC officials that the agency should guarantee bank loans to people who want to do a training course but cannot get either the local authority or their employer to pay for it.

L.e.a.s. fume over YTS losses claim



Joselyn Owen

Local authorities are enraged by the suggestion from Mr David Young, Manpower Services Commission chairman, that the heavy losses some are suffering on the Youth Training Scheme are largely their own fault.

Mr Young said in last week's TES that the authorities could not blame the Commission for overestimating the number of YTS places colleges would need. The figure had been worked out from information supplied by the authorities' own careers departments.

An Association of County Councils official this week described this as nonsense. Estimating levels of youth unemployment was a task carried out by the Commission's forecasters who had been widely praised in the past for the accuracy of their predictions.

The careers service could only indicate what jobs were likely to exist in their own localities for leavers, and could not be expected to forecast the improvement in the economy which Mr Young had claimed was enabling more youngsters to find work this year.

Representatives of the ACC education authorities were discussing yesterday details of their losses on the YTS and considering what could be done to persuade the MSC to make more reasonable financial arrangements

with them and what they called "realistic" estimates for next year.

It was expected that they would protest strongly at his remarks. Meanwhile an angry letter went from Devon's education department protesting at another statement in the interview. Mr Young, suggesting that one reason why colleges were not getting as much of the off-the-job training from employers running YTS schemes was that they had been to inflexible, said that he had discovered this on a recent visit to Devon.

Mr Joselyn Owen, Devon's chief education officer, wrote that it was "a very grave allegation indeed" and called on the MSC manager, Mr W J Pape, to say whether he or his officers had given Mr Young "this inaccurate view" and, if so, what was its justification.

NEWS

Inspectors spotlight maths courses that do not add up

by Philip Venning

First year pupils in Welsh secondary schools frequently pursue maths courses which are too easy for them, while the less able follow courses that are too difficult, according to a report from the Welsh Inspectorate.

The report, on assessment and monitoring in Welsh secondary schools, says that two subjects - maths and Welsh as a second language - suffered from the fact that many schools did not take proper account of assessments made in the primary school.

The first year in secondary schools was often called a diagnostic year, but it was rarely so in the sense that pupils' strengths, weaknesses, and special interests were explored and appropriate courses planned.

"Too often, in fact, basic conceptual and language difficulties associated with new subjects are not identified and this has serious long-term effects on pupils' performance."

The diagnostic first year in many schools was to a considerable extent counter-productive because it deliberately ignored the assessments that had been made over seven years in the primary schools. This was particularly true for subjects such as maths and Welsh where a wide divergence of attainment at 11 could be expected.

A minority of schools tested the whole first year to refine placement procedures based on primary school recommendations. "The value, reliability and necessity of giving such

tests to pupils within a month of entry, when a number of them will not have completely settled in their new environment, is questionable."

The report is also critical of the reluctance of many teachers to mark English compositions properly "because of misguided impressions that the 'creative writing' of pupils is sacrosanct. Without frequent structured practice, constructive criticism and follow-up, optimum progress is not made and the development of less able pupils, in particular, is retarded."

Most schools claimed that continuous assessment was part of their overall strategy but there was a wide divergence in practice. Good examples were counterbalanced by much perfunctory marking with little attempt to secure correction of work and improvement of standards through helpful advice.

Certain subjects by their very nature demanded a large volume of written work, and it was impossible for every assignment to be marked in detail. Without careful policy the scale of the marking task could be daunting and result in light, superficial coverage of all work, but detailed correction of none.

Assessment and Monitoring of Progress in Secondary Schools. Available free from the Education Department, Welsh Office, Cathays Park, Cardiff CF1 3NQ.

IT 'not a separate subject'

Diverging computer sciences from other main department in universities and polytechnics could have disastrous consequences, Mrs Shirley Williams, president of the Social Democratic Party, and former Labour education secretary, said last week.

On a recent visit to "one of our distinguished technological institutions" she had been concerned to find that computing was kept separate from the engineering and science departments. "Information technology and computing should infuse all other subjects, including the arts and humanities," she said.

Mrs Williams, now senior research fellow at the Policy Studies Institute, was speaking at a conference on the new technologies and employment and

the role of further education organized by the Advisory Council for Technological Education, in London.

She thought the Youth Training Scheme had great potential, not yet realized. It needed to have bridges built into it which would lead to higher levels of study and qualifications. YTS should be seen as a foundation year, at present it was "a bit dead-endish".

Mr Jack Mansell, director of the Further Education Unit, said few colleges knew what implications the new technology had for the curriculum. Very few had policies to develop and use it.

Information technology must be a central part of the curriculum - for girls as well as boys.

NOTICEBOARD

PEOPLE



Frank Flynn

Mr Frank Flynn to be head teacher of Moreland School, Finsbury Park, North London from January. Appointments in Lancashire from January: Mr C Anson to be head of Accrington Benjamin Hargreaves C of E Primary School; Mr H Burleigh to be head of Accrington Peel Park Junior School; Mr D Law to be head of Clitheroe Brookside County Primary School; Mr R Spencer to be head of Clitheroe St James' C of E Primary School; and Mr T Neville to be head of Accrington Moorhead County High School.

UNIVERSITY APPOINTMENT



Professor J. Kingman

Professor J. Kingman, chairman of the Science and Engineering Research Council to be vice-chancellor of Bristol University from September 1985.

ADMINISTRATIVE APPOINTMENTS

Mrs D Powell to be chairman of the British Association for Early Childhood Education. Mr Christopher Tipler to be Director of Education, Northumberland County Council from April.

CONFERENCES

FORTHCOMING

December 16-20

European consultation on "Career Guidance in Further, Higher and Continuing Education" at Imperial College, South Kensington, sponsored by the International Round Table for the Advancement of Counselling and the Standing Conference of Rectors and Vice-Chancellors of European Universities. Details from Dr D Hope, Secretary, IRTAC, Brunel University, Kingston Lane, Uxbridge, Middlesex UB8 3PH.

January 4-6

Association of Special Education Tutors annual conference on *The Social Context of Special Education* at Bristol Polytechnic, Colston Road, Bristol. In addition to visiting speakers brief presentations are invited from participants on issues related to their own work and research. Details from the ASSET Conference Committee, School of Special Education, Faculty of Education and Community Studies, Bristol Polytechnic, Redland Hill, Bristol BS6 6BZ.

North of England Education Conference: 1984 - *Celebrating a Watershed?* at Rammer House, University of Sheffield. Speakers include Sir F. Dainton, Ivor Richard, Ian Lister, Christopher Ball, Bernard Clark and closing address by Sir Keith Joseph. Further details from G. Harrison, Chief Education Officer, PO Box 67, Leopold Street, Sheffield, S1 1RU.

CHRISTMAS HOLIDAYS

The Natural History Museum Christmas lectures for sixth form pupils follow the theme: *Life Styles of Invertebrates*: December 12: *Shrimp eyes and legs* by Dr T. Fincham. December 14: *Aspects of the biology of African schistosomes* by Dr V. Bonhag. December 16: *Understanding protozoans* by Dr P. Carey. Admission free, but by ticket only. Contact Alisdair Liddell, D1-589 6323 ext 749 for details and bookings.

AWARDS

Maltwood Fund for Archaeological Research in Somerset. The Royal Society of Arts invites applications from university departments and other qualified organizations and scholars for grants in aid of archaeological and antiquarian research in Somerset. For further details contact: J S Sidmore, RSA, John Adam Street, London WC2.

Avon Probation Drama Awards. Young people in Avon between 14 and 18 are invited to take part. The main aim of the project is to provide schools with an opportunity to focus, by the use of a short dramatic presentation, on social problems facing young people today. Details from Ian Leeks, The Good-Luck Scheme, 10 Brinkley Road, Bristol BS2 8UB.

RECENT PUBLICATIONS

Disaffection from School. The National Youth Bureau has published an annotated bibliography and literature review on absenteeism and disruption and on the responses of schools and other agencies to these and related issues. Available, price £2.95 including postage, from NYB, 17-23 Albion Street, Leicester LE1 6GD.

British Association for Commercial and Industrial Education is now publishing a bi-monthly bibliography, separate to the Journal and available on a subscription basis. Annual subscription £16, BACIE Bibliography, 16 Park Crescent, London W1N 4AP.

Community Service. Ludlow College Social Services Unit has produced a practical guide to setting up a social service unit in a school or college. Based largely on their own experiences it offers advice and suggestions for different kinds of community service, fundraising, administrative considerations and publicity. Names and addresses of organizations in the voluntary sector are listed as well as other back-up and reference material. Price £1.25 (including postage) from Ludlow College, Mill Street, Ludlow, Shropshire.

INFORMATION WANTED

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David Cairns on the 1983 National Festival of Music for Youth
The Sunday Times, 24 July 1983

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OVERSEAS

State recruits UK staff despite local dole queue

AUSTRALIA

Geoff Maslan on why Victoria is looking for British help

The government of Victoria is recruiting secondary school teachers in Britain, despite the fact that the state still has 4,000 unemployed teachers.

A desperate shortage of mathematics and science teachers - coupled with a reluctance by Melbourne teachers to work in country schools - has forced Victoria to seek recruits in Britain.

The department has budgeted A\$35,000 (£21,000) to pay single person, one-way air fares for British teachers to come to Victoria. The teachers are not under contract, except to take a particular posting, and can leave teaching at any time. The Federal

Department of Immigration is cooperating with Victoria in the recruiting campaign.

Although previous airlifts of teachers from Britain and America in the early 1970s were followed by considerable unemployment among teachers, teacher unions have accepted the government's plan.

The president of the Victorian Secondary Teachers' Association, Mr Brian Henderson, said the unions regarded the recruitment of teachers from overseas as a "one off" effort to meet an urgent need for specialist teachers. Their employment was part of an agreed package in which special training programmes were being run for Australians to take up teaching in 1984.

"We agreed to the education department seeking teachers in England after it had failed to attract enough Australian teachers, despite a state-wide and

national campaign," Mr Henderson said.

He said the unions had insisted that overseas teachers be employed on the same basis as Australians - that is, with no obligation to teach for a set period and as temporary teachers who could seek permanency after an initial trial.

Earlier this year, the Victorian Post-Secondary Education Commission estimated that hundreds more teachers would be required in Victorian schools by 1985 than had been predicted two years ago. Teacher unions, tertiary education groups and the Australian Union of Students have consistently predicted a severe national teacher shortage by the mid-to-late-1980s.

In part this is a consequence of savage cuts to teacher trainee numbers over the past five years. But it is also due to a sudden, unexpected increase in the number of students staying on at school in years 11 and 12.



then lead to students undertaking a more detailed study in senior high school.

But, the report added, computer studies in schools should not be automatically linked with the study of higher mathematics, because this deters many students.

There were considerable disparities in the computer facilities and education programmes. Most secondary schools had at least one computer which was used for a wide variety of purposes, from playing video games to using the machine as a teaching tool.

The report recommended that funding should be directed towards the development of a national computer education curriculum and suitable Australian study materials and software.

Luis Garcia

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20% pay rise marks breakthrough

ISRAEL

Israel's 70,000 teachers are to have a 20 per cent pay rise over the next three and a half years. The award, which will cost IS11bn (£80m), marks a partial fulfilment of the Etzioni Commission recommendations.

Four years ago the commission recommended a series of major reforms geared to boosting the status of teaching and improving working conditions. Among the recommendations were a 30-60 per cent increase in teachers' salaries.

Since 1979 the two teachers unions, the Histadrut (primary school teachers) and the Secondary School Teachers' Association, have vigorously fought for the recommendations to be implemented.

Their campaign has involved prolonged strikes, intermittent sanctions, and the fall of the first Begin government in 1981 after the resignation of the Finance Minister, Mr Yigal Hurvitz, who refused to give the teachers any salary increase.

The agreement, signed by the unions, the Education Minister, Mr Ze'evulun Hammer, and the new Finance Minister, Mr Yigal Cohen-Orad, gives the teachers an immediate increase of 6 per cent and provides for the introduction of a year of "stage" or "in-house training" such as exists in other professions like the law and medicine.

Every teacher, in his first year of teaching, will be "tutored" by veteran colleagues in the schools. The teachers are also promised increases in their regular in-service training allowances and there will be Government help with tuition fees for those taking university degrees.

Despite the agreement the unions have already announced that they will continue the fight over the Etzioni recommendations still to be implemented.

Benny Morris



Star turn

A series of extraordinary decisions, coupled with a remarkable feeling for public relations, have made Dr Helmut Zilk, the new Austrian Minister of Education, the most popular member of a Socialist-Liberal coalition government bogged down by an enormous budget deficit and large-scale economic problems.

With a simple stroke of his pen Dr Zilk (pictured above) a former teacher, has developed a public image of caring and competence by revoking an Education Ministry decision to reduce the number of compulsory written examinations.

The Ministry had been aiming to reduce school and examination stress among pupils, but had overlooked the fact that having fewer exams would make each more important and, thus, just as stressful.

The Minister was also popular for joining a "human peace chain" between the Russian and the American Embassy in Vienna on October 22.

Most of the state ministers of education in neighbouring West Germany used all their powers to deter pupils and teachers from taking part in peace marches and anti-nuclear demonstrations. Dr Zilk, however, instructed all schools to accept participation in peace demonstrations as a legitimate excuse from pupils who did not attend school that day.

Karl Gruber

Freedom, competition, variety

WEST GERMANY

Caroline Cuss on the pillars of Bonn's HE policy

The cornerstone of the West German Government's long-term policy for higher education is greater freedom, competition and variety, according to two recent statements from Dr Dorothee Wilms, the Federal Education Minister. This policy is largely intended for the early 1990s when student numbers are likely to fall.

In the last 20 years, there has been little variation between the different institutions of higher education and any change is now hampered by high student numbers. Dr Wilms said institutions of higher education must be given the opportunity to develop their own profile. A higher education policy aimed at the greatest possible uniformity, she thinks, hinders originality and creativity, and the development of excellence.

In future, Dr Wilms would like to see universities and polytechnics develop different courses and research emphases. Research centres with particular themes might be developed; new post-graduate courses devised; and research might be more closely linked to local needs.

An important policy tenet is therefore to strengthen competition in the next few years, and give the universities and polytechnics more autonomy, more control over their funds, research priorities, courses, and teaching staff appointments.

Any intervention by the Federal Government in the running of higher education is hampered by the division of responsibilities. The running costs of universities and polytechnics are carried by the states, which therefore have considerable control over individual institutions. However, the Government can influence long-term poli-

cy, as it has responsibility for framing the general principles of higher education. By cutting the law under which teaching staff (civil servants) are paid, it can positively influence the way universities and polytechnics use their funds. Before introducing any changes, though, it would seek a consensus between itself, the states and the higher education institutions. In cooperation with the Science Council and other educational planning bodies.

Dr Wilms is very much in favour of universities and polytechnics competing for funds for research and teaching from private sources. In 1982, they obtained only DM120 million for research, of a total of more than DM20 billion spent by private firms on research and development. In the same year, the Federal Government and the states spent about DM6 billion on research in higher education establishments. The Government also intends to obtain agreement from the states on a renewal of the law on funding of young researchers (which ran out in 1981) and on the problem of limited contracts with the aim of awarding 2,000 grants a year.

On the question of student numbers, which the demographic high tide has pushed up to 1.2 million this year, Dr Wilms said that the maximum capacity of 850,000 places planned during the 'years of expansion would have to suffice for some time. The high numbers have renewed energetic discussion of shorter courses as West German students spend on average at least 5½ or 6½ years at university. Dr Wilms would like most first degrees to be cut back to four years (this is already prescribed in the 1976 framework act for higher education).

An obstacle to the compression of courses, apart from the immense amount of material, is the often inadequate preparation of students, as the *Abitur* (A-level equivalent) was made more specialized in the late 1970s. In 1981 the CDU party confer-

ence urged that the *Abitur*, taken after 13 years at grammar school, should no longer signify automatic access to higher education. However, Dr Wilms said this was a matter for the states.

She called for the sixth form of grammar schools (*Gymnasien*) to be improved and generalized, to reduce the burden of preparation for study on the universities. She would also like vocational training to compete on equal terms with universities. "I am convinced", she said, "that it offers many young people better job prospects than higher education."

Polytechnics should compete with universities for students by offering shorter, more practice-related courses, while university courses should become more academic. Dr Wilms also favours private universities. "They are an enlightening element in competition."

This statement of policy must be seen against a background of lively and continuing discussion about higher education. Shorter courses were proposed by the Science Council (*Wissenschaftsrat*) in 1976 and 1978, but did not find favour with employers, among others. In recent months, education experts have put forward ideas for tightening up courses, and access to higher education.

In August Herr Wilhelm Kewenig, senator for science in Berlin, argued that students should be selected by universities instead of being entitled to access by *Abitur*. He also proposed that courses should be divided into two or three stages; a basic, school-like (two-year) stage, followed by an exam which, if passed, would lead to a further exam would select an elite for a doctorate course. Also in August, Herr Hans Schwier, the science minister for North Rhine Westphalia, now its education minister, proposed a new six-term basic course teaching students to work by academic scientific methods, followed by research-oriented course for the brightest and best.

A breakthrough that preserves apartheid

SOUTH AFRICA

John Kana Berman on reaction to a long-awaited white paper

The South African Government's long-awaited white paper on the "revision of education", published on November 23, has had a very mixed reception.

Professor Pieter de Lange, who was appointed in 1980 to lead an inquiry by the government-backed Human Sciences Research Council into the country's educational system, and who issued his report two years ago, calls

the white paper a "major breakthrough".

But others are extremely disappointed that it has rejected the de Lange report's most important proposal - to set up a single ministry of education. Instead, there will be five ministers, one for whites, coloured and Indian education, one for African education outside the homelands and one responsible for general education policy.

Dr Ken Hartshorne, a member of the de Lange investigation team, said the Government's response to the de Lange report "maintains education firmly within the apartheid mould". He said that the Government

appeared to have forgotten that it had commissioned the investigation in the first place out of concern at the turmoil in black education.

It is clear that the educational structure outlined in the white paper closely follows that of the new constitution, in that it entrenches apartheid.

The white, coloured and Indian chambers in the new tricameral parliament will each handle aspects of education as an "own affairs" in terms of the Government's overall policy of racial "self determination". Africans outside the homeland will have no self determination, however, since their education will be handled by a member of the cabinet, from which they are

barred by the new constitution.

Dr Franklin Sonn, a leading coloured educationalist and also a member of the de Lange team, said: "The ugly head of apartheid has not only once again reared but is showing a tendency to proliferate in education departments."

While the labour policies in South Africa had been liberalized, education remained divided on racial lines, he said. "A unique opportunity to encourage the youth of South Africa to abandon prejudice and commit themselves to a new set of attitudes and values has not only been lost but deliberately rejected," said Dr Sonn.

Within what Dr Hartshorne called "these crippling shortcomings", the

white paper contains several positive aspects. Among them:

- 1 There will be a multiracial South African council for education to advise on general matters regarding school education and teacher training;
- 2 Ways and means are evidently being sought to bring Africans onto the committee of university principals and the committee of technician principals;
- 3 There will be a central certifying council for curricula and examinations;
- 4 Efforts to upgrade the 5,000 farm schools for Africans will be made and the question of secondary education for farm school pupils will at least be investigated.

Classroom history creates a loss of collective memory

FRANCE

Mary Follain on the crisis in history teaching.

A new report on the teaching of history in state schools is causing a considerable stir in the already troubled world of French education.

According to Professor René Girault of Nanterre University, who headed an investigation into history teaching at the request of M Alain Savary, Education Minister, "the situation is serious in primary, worrying in secondary and only just satisfactory in lycées. It is disastrous in technical schools and ambiguous in higher education."

Professor Girault's findings triggered off an angry outburst from President Mitterrand recently, who told his ministers that he was "shocked and deeply worried by the younger generation's loss of a collective memory". A commission is expected to recommend drastic new measures very soon.

The need for urgent reform in the teaching of history is one of the few issues in France today on which all the political parties are unanimous. Without it, no changes can be made, for despite the student revolt of May 1968 and the shattering changes it wrought in the system, the French national education system is still highly centralized.

Teachers often blame ministerial interference for the present decline in standards in general and in the teaching of history in particular.

There have been six successive education ministers in the past 15 years and each has tried to implement often conflicting theories on how various subjects should be taught.

The most controversial reform of recent years has been that of the former education minister, M René Haby, whose promise in 1975 of "a guaranteed minimum knowledge" has turned out to mean just that. History teachers at secondary level complain that *les petits Haby* (children educated according to the reform) have no command of the essential, basic vocabulary and lack any sense of historical time. "They have been sacrificed," said one teacher.

One of the most important recommendations of the Girault report is that history should be made to a more chronological approach, in place of the modern, thematic method. This was introduced in the late 1960s in a reaction against the time-honoured alignment of dates and dynasties.

Instead of learning the history of their own country, French children study themes such as agriculture or transport throughout the ages which are placed in a world context. "This is done", a lycée teacher explains, "without any reference either to dates or to great events of the past, only to important events." As a result, he believes that children have lost their sense of national identity and their "collective memory".

New guide to handy resources

KENYA

Teachers and advisers in Mombasa, on the east coast of Kenya, are working closely with the British Council and the Overseas Development Administration to produce a major new resource book for primary schools.

The aim is to live up to and enrich a centrally controlled syllabus, as well as to tell teachers how to use local materials and resources, according to Ms Gill Knight, primary adviser at the council, and director of the project. "We are not attempting to export British primary education to Africa, nor are we trying to change the curriculum. We want to support what is already there, and at the lowest possible cost."

The book will show activities in language, maths, science, arts, crafts and music, and will try to cross curricular boundaries. "It is a resource book, not a course book," Ms Knight said.

The Kenya project grew out of a primary learning workshop run by the British Council in India which resulted in the publication of *Primary Ideas*, a resource book for teachers.

This book was used at an ODA funded seminar on low cost teaching aids for primary schools held in Mombasa in August, 1982. It proved so successful that the ODA agreed to give £20,000 for a three-year project to produce a similar book for Kenya.

After the Mombasa seminar, the next stage was for the council to invite three advisers - art, music and science - to spend six weeks in Britain. They visited schools, talked to advisers, attended courses and did the cultural round of museums and galleries.

The idea was to open their eyes to the resources on their doorsteps at home. Fari Jesus, in Mombasa, for example, one of the most famous ancient monuments on that coast, has an excellent museum and a keen education officer; but it is sadly under-used by schools.

Shortly after they returned to Mombasa, a writing workshop was held there with four people from Britain



The resource book aims to use local materials for teaching

basa in August, 1982. It proved so successful that the ODA agreed to give £20,000 for a three-year project to produce a similar book for Kenya.

However the project became delayed by difficulties in getting a copyright agreement with the Kenyan government and the unexpected announcement of a general election in the summer.

Under the agreement finally hammered out Kenya will get 1,000 free copies of the book and the copyright for their country, the British Council retains the copyright for elsewhere.

Next summer, a final workshop will be held for 40 teachers who have been testing the materials. Meanwhile news of the project has spread to another east African country, which is keen to adapt it.

Diane Spencer

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LETTERS

Courses

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Department of Child Development and Educational Psychology
ONE TERM FULL-TIME IN-SERVICE COURSES:
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 These courses are run under the provision of OES Circular 3/83. Course members, who should have a post of some appropriate responsibility, are nominated by the LEA. The courses aim to help participating schools develop awareness for children with special needs.

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Diploma in the Development, Education and Needs of Adolescents and Young Adults

for Secondary, Middle School Teachers and Others with Relevant Qualifications

Diploma in Child Development and Pre-school/Primary Education

for Primary, Pre-school and Middle School Teachers and Others with Relevant Qualifications. These one year, full-time courses offer experienced teachers, and others with suitable qualifications, an opportunity to deepen their knowledge and extend their range of practical experience against the background of a serious study of child or adolescent development. The Diploma in Child Development and Pre-school/Primary Education places emphasis on the educational needs of the younger child, including reading and number. The Diploma in Adolescent Development places a special emphasis on the encouragement of creative processes in the education and counselling of young people, the management of their problems and the role of teachers and others.

Diploma in Educational Rehabilitation of Young People

This advanced course is for people of a mixed professional background but who, as part of their job, are directly responsible for dealing with disabled children in day schools or residential establishments, e.g. teachers, children's officers, social workers, etc. The course extends over two academic years of part-time study on a day release pattern (one day a week).

Diploma in Pastoral Care, Counselling and Welfare in Education

This is a one-year, full-time course for qualified teachers, especially those holding or seeking to hold positions of responsibility for pastoral care in schools and colleges. Other qualified candidates including those from other contexts are also encouraged to apply. The course content includes the principles and practice of counselling and pastoral care, issues in personal and social development, institutional contexts and organisational change. A supervised practical placement is a central feature of the course. The course is interdisciplinary and seeks to foster the interaction between theory and practice. Assessment is by essays and a case study report.

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These courses are open to students with a good honours degree in Psychology, a suitable honours B.Ed. or an equivalent qualification. All these courses begin in October. SSRC and IRC studentships may be available.

MAM/Sc. in the Psychology and Education of Children with Special Educational Needs

This taught course, lasting one year full-time or two years part-time, focuses on theoretical and practical issues at a level which will help students contribute to innovation and development in the various areas of work for children with special educational needs. The Institute has a wide range of study in a wide variety of relevant topics and there is an exceptional range of local facilities.

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These courses last one year full-time or two years part-time. The objectives are to give students a thorough knowledge of child development, with a strong psychological emphasis, and a training in research methods.

MAM/Sc. in Child Development with Option in Adolescent Development

These courses last one year full-time or two years part-time. The objectives are to give students a thorough knowledge of child development, with a strong psychological emphasis, and a training in research methods.

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More to RE than pew filling

Sir - It is unfortunate that the Rev Maurice Clarke (TES, November 4) should state the particular case he does against the teaching of religious education in schools. It is precisely when headteachers adopt this sort of attitude that the morale of RE teachers drops and the subject suffers in the curriculum.

The implication of the paragraph is that because RE in schools does not produce "pew-fodder" there is little point in it being taught. However, this confessional view ignores the tremendous efforts made by the educationists in various fields to improve the quality of RE teaching through more effective initial training, in-service support and the provision of resources. Behind the scene also is the continuing shortage of specialist RE teachers in all first, middle and secondary schools.

Many RE teachers struggle to cope with teaching 500 pupils a week, have a very small department, a small capitulation allowance and have constantly to justify their subject's presence in the curriculum on educational grounds. It is disappointing to all people involved with RE when an experienced, and presumably sensitive, headteacher dismisses all these efforts. Most teachers welcome the support of the churches and other religious groups but do not regard their *raison d'être* as involving the young in the religious life of the Church.

ALAN S BROWN
 Secretary
 The Shap Working Party on world religions in education
 c/o West Sussex Institute of Higher Education

Abolition wrong
 Sir - I find it difficult to share Nick Baker's euphoria over the Rev Maurice Clarke's views on religious education in schools. This he would abolish on the ground (he believes) that it is the source of some people's erroneous ideas about the Church. Surely, if this were true, it is a good

reason for the improvement of standards in the subject rather than for its abolition; and as headmaster Mr Clarke held a position which included the responsibility for seeing that the religious education in his own school was sound. The remarks imply that without error and take no account of the work of the many professional teachers of this subject.

Of course "religious belief isn't the way of being good". It is a commitment. Children need the opportunity to explore this dimension of experience. Mr Clarke would deny it all those not involved in the life of the Church, not only the knowledge of Jesus Christ to whom he is committed, but also an appreciation of the richness of other cultures in our society.

SYLVIA BAREHAM
 Head of religious education
 The Bartholomew School
 Eynsham
 Oxford

Feminist fable

Sir - Not all those who tell the tale of Red Riding Hood see her as a submissive maiden. Jack Zipes and his reviewer Nicholas Tucker (TES, November 11) can take heart from a group of women who believe that "our society can never be fundamentally changed while children's imaginations are imprisoned by its myths".

I recently became acquainted with their series of *Once and Future Tales* and was especially impressed by the non-sexist, non-ageist retelling of "Red Riding Hood" (pictured right). Using a robust and readable style, the authors demonstrate an unsentimental understanding of the very real fears of Red Riding Hood and her granny, who nevertheless triumph over the wolf without a strong man's aid.

The age-old magic of fairy tales need not be lost in adaptations with more up-to-date values. We may reflect that *Once and Future Tales* lack neither of these virtues.

My reference is to *Red Riding Hood* by Audrey Acroyd, Marg Ben-Tovim, Catherine Merodith and Anna Neville, one of four titles in *Once and Future Tales*. These are available from 53 Sandown Lane,



Liverpool L15 4MU at a cost of £1 each, incl. p.&p.).
 AILSA CREGAN
 76 Wood Close
 Hatfield
 Herts

Snapshot distorted

Sir - The governors of Harborne Hill School would like to point out that the school was inspected by a team of four inspectors for less than a week (TES, October 7). They accepted that the picture they would get of the school would be like a "snapshot"; in fact there were some omissions of good practice in the report and one or two inaccuracies due to the rushed nature of the inspection. We cannot expect you to have detected these issues, but there are inconsistencies in your reporting.

The opening sentence "... poor examination results are also highlighted in a report on Harborne Hill School" made a good journalistic link with the previous report but did not represent the tone of the report on the school. The true tone was one of caution about the examination results; in fact, some results and entry policies were recorded as sound.

Studies have consistently shown that, in general, teachers predict examination results in the light of their highest expectations of pupils' achievements. To say that Harborne Hill is the same as other schools in that respect does not warrant the longest paragraph in your summary.

Nowhere in the report did the HMI mention they had "... detected signs that pupils were unrealistically well behaved during the inspection".

During the past year the headmaster, senior staff and L.E.A. have been acting on the deficiencies made apparent by the inspection and planning corrective action.

PETER GARTON
 Chairman of Governors
 514A, Hagley Road West
 Oldbury
 Warrley
 West Midlands

Equality workshop

Sir - The article "EOC asks for girls only places on work projects" (TES, November 4) mentions that MSC link managers felt that careers officers would be unlikely to take positive steps to encourage girls to consider training in non-traditional skills.

In my experience, this is far from the truth. In November 1982, a national one-day conference was held in London entitled "Non-Sexist Practice in the Careers Service: Making it Work". It was attended by 130 careers advisers, and many more demonstrated an interest.

Recommendations that came from the workshops were that we should

encourage employers to use YTS positively in relation to training young people of both sexes in a wide variety of skills; that careers officers should give coaching and support to young people entering non-traditional jobs; training and that we should favour some provision for women-only courses with YTS.

It is now up to the MSC to provide suitable opportunities in its training programme.

CHARLOTTE SCOTT
 BEVERIDGE
 Careers Adviser
 79 Cyprus Grove
 Ash Vale
 Surrey

Imaginative idea

Sir - A lecturer in education at the University of Durham poses fun at Dr Alex Dickson's suggestion that young offenders should be drafted into primary school to give physical education lessons (TES, October 28). Jokes are all very well, but your correspondent expects and imagines "in Dr Dickson's life-work and present proposals. The letter adduces no research statistics, so rightly beloved of university education departments, to gain any even question Dr Dickson's thesis, and I submit for your consideration some hard facts from my own experience which may be relevant.

As headteacher of schools for so-called maladjusted children during the last 15 years, I have always considered regular visits from outsiders. Thus, over the years, trained social workers, police cadets, and adult offenders for individual children have been regular visitors to the school.

In addition, in a day school for primary-age children under stress, and

cifically disruptive 15-year-olds from a local comprehensive were co-opted on to the staff of our school for one day a week and occasional full weeks under the auspices of their Community Service Scheme (which, no doubt, owed its existence, at least in part, to the thought of one Alex Dickson).

Our simple primary aims were that the special school should get some quasi-adult help with its younger children and that the comprehensive should quit itself, at least for the day, of one of its most difficult pupils. A third result, as unexpected to my colleagues in the comprehensive as to myself - but not, I suspect, to Dr Dickson - was that the youths simply ceased to be a problem during the four days of the week, and one of the principal aims and practice of the special school where he worked.

On one occasion, a social worker friend had the idea, possibly anticipating even Dr Dickson, that one of his clients, who was getting himself into difficulties during his holidays from Borstal, might attend our school. More from friendship than from conviction, I consented. Over a 12-month,

a burly young man, ponderously polite to the staff and avuncularly friendly with the children, presented himself for what came to be a pleasantly anticipated occasional weeks. He took the children swimming, and his judo belt probably helped him to be extra gentle in his lunch time play-fights with the children on the sitting room carpet.

In my present situation, responsible for the residential care of emotionally disturbed adolescent girls, our pre-school play group, drawn from the local council estate, is an integral part of our preparation for parenthood studies. The girls, several of whom have been referred to us specifically because of their violent behaviour towards young children, not only play out their own unbridled childhood in their attendance at the play group, but are highly valued players.

Good ideas can be misapplied, of course, and need careful monitoring, but they deserve sympathetic consideration in the first place.

LYNN FORD
 Rowen House School
 Holbrook Road
 Bolton
 Dorbyshire

UCCA forms

Sir - As I guide my sixth-formers through their UCCA forms, I take careful note of Gordon Campbell's comments (TES, November 18). As one of the best potential candidates I have has the lowest level grades I hope Dr/Mr Campbell and his fellow admissions tutors will take just as careful note of Desmond Nuttall's article on prediction value of examination results.

The fact that Dr/Mr Campbell has in two successive issues mentioned the importance of O level grades for university selection does not fill me with confidence.

P J CLUDERAY
 Connaught's Quays High School
 Clwyd

Over flippant

Sir - Although humour was the keynote of Gordon Campbell's article (In confidence, TES, November 11), alarm was the dominant chord it struck in me. No doubt it is because they write "in confidence" that some headteachers dare to be so "outrageous". They would do well to remember that UCCA forms have a positive purpose in a selection system which is of great importance to all its users.

One can only speculate about how they treat other reports on pupils and staff. To have "arrived", professionally speaking, and yet to be flippant in matters relating to the careers of others is unpardonable arrogance.

TERRY MARSTON
 35 Chapel Lane
 North Hykeham
 Lincoln

Calculated choice

Sir - While Gordon Campbell in his article "Bad Form" (TES, November 11) makes various valid points about the UCCA form, I feel that his opinion that candidates are not aware of the politics of positioning university choices is wrong.

Having recently completed one I can say that information about which universities refuse to accept applicants who do not make them first or second on the UCCA form is widely and very easily available.

ELIZABETH BOTSFORD
 24 Richmond Road
 Walsingham

Jim can't fix it

Sir - May I comment on Barbara Preston's plea for road safety education for pupils of secondary age (TES, November 4)? One cannot but agree with all she says, but I fear she is out of touch with the reality of the educational world of the secondary school.

Road user education appears in none of the curriculum documents issued by any national or local education authority during the past few years. In contrast, the headteacher choosing to broaden his school's curriculum has a plethora of new subjects from which to choose, all of which carry more kudos than the unmentioned road safety.

Even so, in my own school we used to include road user education in the education of every pupil. We devised a syllabus of every pupil. We devised a syllabus leading to CSE examination in roadcraft, and the syllabus was adopted by several other schools in the East Midlands Regional Examinations Board area. During this summer the local education authority imposed staffing cuts and my colleague who dealt with road safety had to leave.

So what of the road safety officers employed by local authorities? Each

M N POTTER
 The Ancaster High School
 Lincoln

Role of history

Sir - We welcome Sir Keith Joseph's statement "that history should be in the curriculum at all levels of ability" and that the subject should be concerned with the development of critical national thinking (speech to Council of Local Education Authorities, July 1983). History, we are convinced, makes a unique contribution to the context of developing and reinforcing potential skills of inquiry and comparison, and to the development of critical awareness.

As such values include the pursuit of critical and informed debate in the context of an open, democratic and pluralist society then history traditionally and at its best has the major positive role to play and we welcome Sir Keith's emphasis. Thus we are convinced that history teaching should centre on the use of evidence from man's past to encourage both rational, autonomous thinking and an understanding of the development through

Why l.e.a.s should fork out for lunch-time supervision

Sir - I appreciate the need for brevity but your Comment on proposals for a new rotary structure (November 18) seriously misrepresents the NAS/UWT position. NAS/UWT is prepared to accept a new system of teacher assessment subject to certain conditions such as achieving the "right price" and acceptable criteria and procedures.

On conditions of service the NAS/UWT sees great problems. One of these is the danger of selling something "real" for money which might easily erode in value over the years. However, if management are ready to put money on the table, teachers would be foolish not to listen carefully and explore every possibility, provided ways could be found of safeguarding any deal in future.

If management wish to pursue the problem of lunch-time supervision, which they seem to perceive as the great educational problem, they would be well advised to offer a separate contract which would retain the voluntary principle while inducing teachers to opt in by offering appropriate payments. If management hope to make lunch-time supervision for teachers a binding contractual *sine qua non* for progress in Manchester we might as well cancel the hotel reservations and reclaim our train fares.

FRED SMITHIES
 General Secretary
 NAS/UWT
 22 Upper Brook Street
 London W1

PETER DAWSON
 99 Friar Gate
 Derby

Earned coppers

Sir - Most of Britain's teachers are paid less than policemen, complains the NUT (TES, November 4). So what?

Teachers do not work shifts, they can plan social lives, they never spend cold winter nights walking the streets in the course of their job; teachers never spend their weekends trying to control lunatics at football matches or their public holidays sweeping corpses

up from motorways. British teachers do not get shot or beaten up by gangs of hoodlums just because they are teachers.

Policemen do not work short school hours or have the pleasure of long school holidays and although police may retire sooner than teachers, their life expectancy is short whilst teachers live on to gain the maximum benefit from their pension.

As one who tried life in two British police forces and teaching in three

people may have a career, they all will be road users! What is particularly disturbing is that so many members of the teaching profession regard it as being of such trivial importance in relation to other "life-skills".

However, many local authority road safety officers have produced schemes which are appropriate and acceptable, and we have had some success in Stoke-on-Trent with several high schools including traffic modules into general studies, social education, preparation for life and other like courses and found them to be indispensable. Others, while extolling the virtues of traffic education, drop it again in preference to anything else when pressures from staff reductions, swimming, TVEI, or anything, cannot be resolved otherwise, and yet others find it suitable only for those not on an examination course.

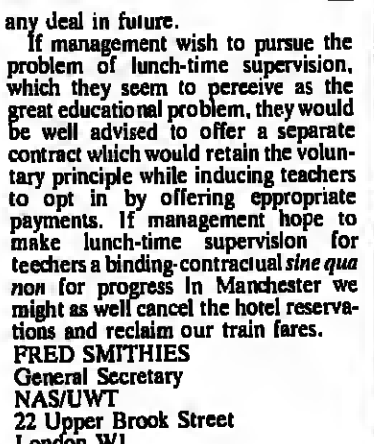
Yes, Mr Preston, road safety education in secondary schools is minimal, but schemes are available from road safety officers - if only teachers would consider using them.

RICHARD COLLINGRIDGE
 Senior Road Safety Officer
 Stoke-on-Trent City Council

Safety conscious

Sir - How refreshing it was for frustrated road safety officers to read Barbara Preston's well-argued plea for a serious approach to traffic education to be taken by secondary schools (TES, November 4).

The overall message from her research is that road safety and traffic education is for everyone - and so it is. Perhaps it is more important today than careers guidance, for while not all



No-strike deal

Sir - The president of AMMA is to be congratulated upon her courage in highlighting the appalling consequences of industrial action by teachers (TES, November 18). Do her remarks mean that her organization will in future eschew this weapon, in all its guises? It was a profound disappointment to many when, in the spring of 1982, the AMMA went along with the two biggest unions in the application of sanctions in pursuit of a pay claim.

There has in recent weeks been an interesting manifestation of the long-lasting bitterness resulting from deliberate disruption of schools by teachers. During our autumn recruitment among student teachers, we have

PATRICIA J SIKES
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 South Australia

As one who tried life in two British police forces and teaching in three

people may have a career, they all will be road users! What is particularly disturbing is that so many members of the teaching profession regard it as being of such trivial importance in relation to other "life-skills".

However, many local authority road safety officers have produced schemes which are appropriate and acceptable, and we have had some success in Stoke-on-Trent with several high schools including traffic modules into general studies, social education, preparation for life and other like courses and found them to be indispensable. Others, while extolling the virtues of traffic education, drop it again in preference to anything else when pressures from staff reductions, swimming, TVEI, or anything, cannot be resolved otherwise, and yet others find it suitable only for those not on an examination course.

Yes, Mr Preston, road safety education in secondary schools is minimal, but schemes are available from road safety officers - if only teachers would consider using them.

RICHARD COLLINGRIDGE
 Senior Road Safety Officer
 Stoke-on-Trent City Council

time of the multicultural, interdependent society of which our pupils are a part.

MARTIN BOOTH
 University of Cambridge
 Department of Education

JAMES E BROWN, ROGER DAW, VALERIE KILBURN and KEN MITCHELL
 The Manor Community College
 Cambridge

RICHARD BRADBURY
 University of Cambridge
 Local Examinations Syndicate

MARTIN DYER
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 Twickenham

GERALD GRACE
 University of Cambridge
 Department of Education

DAVID PENROSE
 Education Department
 Suffolk County Council

DAVID E ROOTS
 Education Department
 Kent County Council

TREVOR ROWELL
 Oakham School
 Leicestershire

NICHOLAS WILLIAMS
 The Netherhall School
 Cambridge

Undeserved credit

Sir - Vivien Griffiths' review of *The Jewish World* (TES, November 18) is delightfully complimentary, but it also contains some factual errors which I'd like to correct.

The book is not the first title in our Religions of the World series: *The Muslim World*, and *The Hindu World* were published in 1982. (*The Christian World* and *The Buddhist World* will be added in 1984, with *The Sikh World* and *The New Religious World* to follow.)

And although it's gratifying for me to be credited as the editor of *The Jewish World*, it seems to have happened at the author's expense! The book was written by Rabbi Douglas Charing, of the Jewish Education Bureau in Leeds.

BELINDA HOLLYER
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False economies

EDWARD GEORGE

As one who is responsible for the maintenance of school buildings, I was interested in your recent articles on this subject (TES, September 30).

In private industry, buildings are regarded as an asset and treated accordingly, and companies with medium to large property holdings usually organize routine maintenance as an essential part of their business. Local government is probably unique in regarding property as a liability and begrudging every penny spent on its maintenance.

Many maintenance budgets are set in quite arbitrary manner by finance departments rather than technicians, and like much state spending the basis is taken as the previous year's expenditure plus an allowance for inflation and possibly some fixed grants for special items.

The scope of work is considerable, ranging from the most trivial of repairs to quite substantial contracts running into six figures, and the scale will depend very much on the size of the authority, but quite small authorities will spend in excess of £3 million a year. Some years ago, after a check on invoices, one authority found that 81 per cent of them were valued at less than £200 per job, 16 per cent were valued at less than £400, while almost all the balance were between £400 and £1,000.

The mixed ranges of age and size encountered with educational buildings make direct comparison of numbers meaningless so the most common yardstick used is the cost per square metre of floor area. On this basis, the figures submitted to the Society of Chief Architects in Local Authorities (SCALA) for 1983 show that approved expenditure varies between £1.33 and £15.00 per square metre, although it would appear that £4.50 per square metre is the average.

Not only will the amount spent vary widely between similar authorities, how it is spent is critical. Council A has all day-to-day work on its schools done by its direct works department which charges the education department £11.50 per hour for a tradesman. Council B employs contractors at £6.50 per hour - plus a 20 per cent technical supervision charge, giving a gross total of £7.80. This effectively cancels out part of the value derived from A having a maintenance budget which is 75 per cent greater than B.

One parks department is paid £500,000 for maintenance of grounds (cutting grass) without question, while the care of buildings is subject to constant scrutiny. This is because administrators think they cannot refuse to cut grass and it over seems to



occur to them to find out if they could get it cut for less.

Direct works departments are usually hopelessly inefficient, more often than not the fault of poor management and strong unions rather than any mistake of concept. However, the current rather naive view, that by simply giving work to contractors it will be better and much cheaper done, is not borne out by experience. The reason for this lies in the myth fed to local authorities by work study experts that there is no need to supervise small jobs, such as glazing and repairs to locks. The calculations "prove" the cost of inspection far exceeds the cost of the actual job. This ignores the simple fact that non-inspection means the operative carrying out the work (be he either directly employed or working for a contractor) can book double or treble the actual time to a job, knowing it will not be checked. Changing a door handle can take 10 minutes, but may take two hours, but rest assured any unsupervised operative will invariably claim two hours. Years ago, one works department regularly sent a foreman to stand outside the exit of the local cinema at the end of the afternoon showing, as this was found to be the only effective way to discourage their workers' patronizing the cinema.

In the current debate about privatization almost everyone has forgotten that the direct works departments were founded in the first place, not as a great socialist experiment, but for the far more mundane reason that private contractors set up price rings and took turns to take their local councils to the cleaners.

The power to spend money on school maintenance is usually in the hands of educationists, not technicians, but this is not a problem, unless the person responsible is determined to keep costs down regardless of need. It can take a generation to recover from the zeal of a director of education who carries minimum expenditure to the extreme. Following the refusal by one director to resurface a particular school playground the maintenance

TALKBACK

department insisted he inspect it personally to see just how bad it was. He did so and agreed something must be done. He arranged for a road sweeper from the highways department to sweep up and remove from site all the loose stones.

By methods such as this he succeeded in keeping down his maintenance budget over a period of 10 years until it was only half that of neighbouring authorities. When he eventually retired, his successors were left with a thankless and uphill task to convince all concerned that 100 per cent increase was really justified.

The present crisis has several causes, of which the present cut-back in public spending is only the most obvious. Often the doors, windows and even roofs of poorly designed and cheaply built post-1960 schools have to be completely replaced.

It is ironic that the buildings constructed for local authorities and the benefit of professionally qualified design and construction teams to oversee the work and yet cause far more trouble and expense to maintain than the average speculative housing developments of the same period.

Another aggravation is due to the conversion of school heating systems to automatic fueling instead of coke. It was then decided that as they were not required to be in school all day stocking boilers, full-time caretakers were unnecessary and money could be saved by employing them for morning and afternoon shifts only.

While this is on the face of it a sound idea, what was overlooked was that a good caretaker took a personal interest in his or her school and would happily do any reasonable odd jobs required. This largely died when shift work was introduced and serious attempts were made to define the caretaker's role in an effort to cut costs. As a result, we now have the spectacle of militant caretakers who know every part and comma of their job description and will not do anything outside it, which is why it is sometimes necessary to send a plumber two hours @ £7 gross per hour (plus travelling expenses) to place covers on rainwater girders.

It is obvious to anyone in local government that the present administration is determined to bring about large scale redundancies among council employees, and it is going to keep cutting until it gets them.

Building maintenance is suffering because it is an obvious soft option when cuts are ordered, being the one large item which can cut and not show any immediate effect. Faced with the choice of reducing staff and supplies or not maintaining schools who can blame either councillors or officers - buildings after all will not organize resistance on their own behalf, and given the choice teachers prefer shabby working conditions to no work at all.

Edward George is the maintenance manager of a northern education authority.



AXEGRINDER

Teachers often claim to know a great deal about their pupils and their social circumstances. But are their suppositions based on appropriate evidence? At a recent INSET meeting, I overheard one headmistress speaking to another: "Of course, I can always tell about what sort of home they've got by the state of their underwear and socks when they change for apparatus." Sudden panic. Are my own children doing PE today? Will they too be forever damned for the omissions of their parents?

As another example, take those frequent staffroom discussions about the homes and families of pupils. So much is confidently asserted... but do the teachers have sufficient acquaintance with the homes and cultural realities of their pupils to draw sensible inferences from what is available inside the school and classroom?

The "graphical representation" of personal data is a minefield for the tactless in both primary and secondary education. I groan at crass histograms of "Where we live" ("How they live" might be nearer the mark), a hierarchical arrangement of house, maisonette, flat, and then what? Two unheated rooms with a share of bathroom and WC? "Dove the Crescent"? "Squat? Caravan? Council B and B?"

And what about all those pictures of families? Too many children have families which don't fit... and look rather different to boot. No wonder some are tempted to invent absent parents, and puzzle over where to fill in stepmums/dads/siblings on the "Family Facts" worksheet from the social studies department. Even if you have a posh new micro, courtesy of the PTA, you will discover some particularly insensitive programs. When using "Faeftile", for example, you will be ready for the child who asks: "Miss, where do I enter my half-brother and my new Dad?"

Equally tendentious are presumptions about what "they" eat at home.



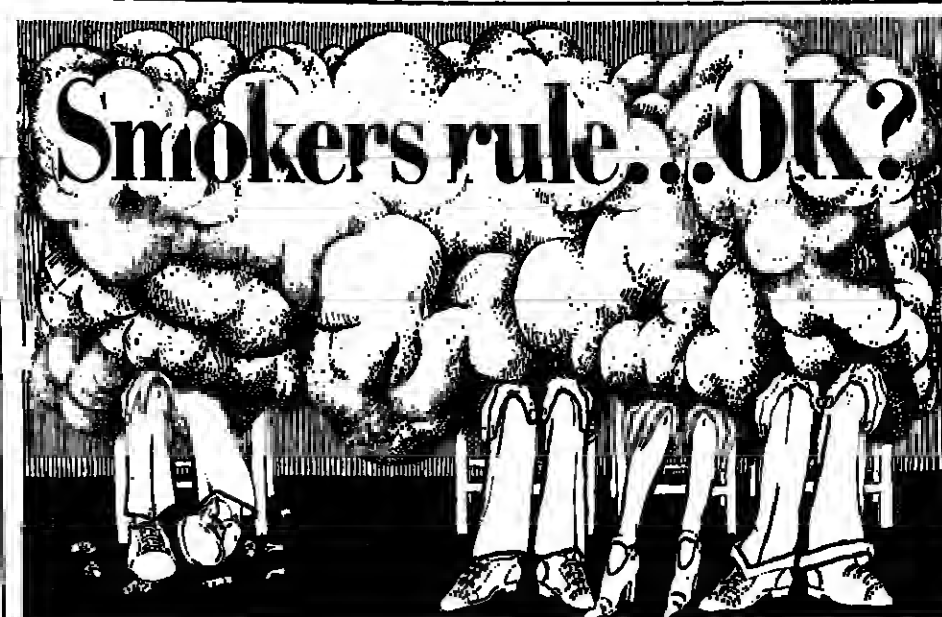
At Culture and Anarchy Comp some second years were encouraged to bring in their ingredients for home economics. The "trends" opted for authentic Indian vegetarian - spinach, curry, dhal, and chapatis. The next day, the "casuals" brought in frozen chips and chicken thighs. "Ere, miss, they chorused, 'Oo's cookin' Padi foot in 'ere?' Ugh!" What is their probationary teacher to infer from this and should it not be confronted as a racist incident in terms of the school's avowed multi-ethnic policies?

Or this? The scene: An open-plan infant in the aspiring suburbs. It is "Show and Tell" time. Teacher (Cock-kits pinafore dress and Dr. Scholl's sandals) holds up a brownish object, small and somewhat shrivelled, and speaks brightly, "Look, everybody, see what Simon's brought in today. It's his umbilical cord! Isn't that amazing?" Simon blushes a little in the glory. "That's what he was joined on by to his mother when he was born, weren't you?" He nods. "Hasn't it kept well? And where do you keep it?"

In a drawer, replies Simon. "Thank you for showing it," coos the teacher and pops it back into Simon's Harrods bag. At our fancy girls' comp, which they bring to school also has special significance - no briefcases, satchels, or even those horrid soft vinyl things here. Media studies folders, shiny leotards for lunchtime aerobics, pencil cases and make-up bags are contained de rigueur in brightly-outlined plastic bags from the trendy boutiques. Are the teachers to conclude that the girls from the second year upwards like to spend their entire weekends, and their not inconsiderable "dress allowances" in trendy boutiques? By contrast, over at C and A Comp, Tesco, BHS and Woolies provide the most common containers.

Hardly anything accompanying a child to school does not contain a message: no object is culturally neutral, and no child or parent can escape the demon stereotypes. Be it bubble gum, electronic games... "Where they get the money from I don't know"... Fringle sweaters, French yoghurt, cashmere scarves, CND badges, Vimto, Diet Pepsi, or extensive collections of those revolting Smurfs and smelly rubbers, all tell rich and varied tales to the experienced professional observers in our staffroom.

Paul Bryan is deputy head of Grove Vale Junior School, Great Barr, Birmingham.



Time to clear the air on the debate that smoulders on in the staffroom, say Don Nutbeam and David Ingledew

did not seem to be an issue but one primary head wrote, "I feel quite strongly that the staff should not smoke in the staff room but there has not been any discussion of this due to the sensitivity of the subject."

Another said: "There has been a move by more militant anti-smokers to ban smoking in the staff room. This has not been taken to a formal staff discussion. The main problem is where could smokers then smoke?"

This lack of space was a constant theme throughout the replies and a reason frequently given for not discussing the issue or for taking no action. Heads were unwilling to threaten the unity of the staff. One wrote: "In this school it is essential that all staff work together, separate

staff rooms are unthinkable." Another head (a smoker) stated: "The possible harm caused by standing near a smoker is infinitesimal compared with the social damage caused by attempting segregation. I think that anything which encourages intolerance of others is a mistake."

In other schools where the issue was discussed, heads reported, "Discussion was heated and views were strongly polarized. It was agreed that smokers would not offend non-smokers by smoking near them or over them in the staff room...but offence is still caused and apparently tolerated" and "The non-smokers were remarkably tolerant and the only outcome was that the main staff room should continue to be used by smokers but

that they should employ ash trays."

Of the total of 220 schools in the survey, only 32 (15 per cent) have any kind of restriction on smoking in staff areas. This must be regarded as a low proportion particularly in view of the relatively small numbers of teachers who smoke. In such a situation, where the habit of a minority may cause annoyance and offence as well as harm the health of a majority, it is surprising that so few schools have taken any action.

A number of possibilities for action did emerge from this study. The first and obvious point is that all schools should discuss the matter formally at a staff meeting to decide what action, if any, is to be taken. Even in schools where none of the staff smoke there should be some consideration of the problem of visitors who smoke. Schools with no smoking staff might also consider following the example of a small number in this survey by declaring themselves "no smoking zones" and setting a positive example.

A number of possibilities for segregation exist. In schools with ample space, separate staff rooms may be the answer, but for most schools this is not practical. Other options need to be considered that favour the comfort and convenience of the majority. These include the provision of an air purifying machine or mechanical ventilation. In addition, consideration should be given to having non-smoking areas in larger staff rooms and restrictions on smoking to certain times such as lunch time, or break time. Smoking could also be restricted at times when all staff are together for staff meetings.

In the past conditions have generally favoured smokers in public places and at work. This situation is changing; much wider restrictions now exist in public transport, in cinemas, restaurants and other public places. At work positive efforts are being made by many employers to offer a fair policy on smoking and schools should not be left behind in this development.

Don Nutbeam is a research fellow at the University of Southampton Department of Education, and David Ingledew is district health promotion officer with Bath Health Authority.

around them? They might not like it. Visualize Renaissance-style Scargills, up to the ears in capability, stylish pinning employers and perhaps politicians to the wall. The RSA view might be the reassuring one that well-roundedness would prevail, reassuring that, for the employers and politicians. Our is not the mechanistic Augustan universe, tick-tocking away placidly in measured style; and could society actually tolerate a situation in which youngsters were really educated?

But, ultimately, in education for capability it is the preposition "for" that raises doubts. It implies preparation for the school's after-life and for what is always referred to as the outside world, as though schools existed on another plane. As the lessons of educational history become clearer, it grows increasingly evident that the connexion between education and the economy is very tenuous and tentative.

Rather than an elaborate schooling system being required to service a modern economy, it is an increasingly sophisticated economy which obliges us to find more and more ways of supervising youngsters until the labour mart has need of them. The work-starting age, for the majority of British children, has been raised from four or five to the late teens and early twenties (if they are lucky) over the last 150 years. The "capability" people applaud the idea of a life-enhancing school-life. They should perhaps consider pinning much more emphasis on the objective alone, accepting what is or should be the prior essence of childhood and youth; namely, that it is a significant phase in its own right, in which there should be great happiness and excitement, irrespective of whether it has meaning in the future.

The "capability" prognosis - that there is a faulty link between school and the adult world of jobs and the like - is accurate. Possibly it is time to accept that truth and concentrate all our energies on guaranteeing the intrinsic value of being young.

Yet the RSA analysis is certainly sniffing along the right tracks. It is a mournful reflection on our system that, when we occasionally embark on a sane and effective approach, we have to add a qualifying word like "capability", rather like "real" or "genuine" antique. A new college principal, in her opening address to first-year students, lengthily extolled the virtues of the college gardener, repeating ecstatically that "he had transformed sewage beds into rose gardens". A colleague was heard to grant disconsolately, "You wouldn't think it was his job to grow flowers."

I am sure Janet Jones and Tony Cooper and the rest of the capability crew would share with me that same feeling of melancholy: what everybody should be doing in education is so rarely practised that, when it is, the Royal Society of Arts has to give them a prize.

THE CAMPAIGN FOR REAL LEARNING

Eric Midwinter looks at the latest 'Education for capability' awards and asks why proper education is so rare that teachers win a prize for it?

convenor of a comprehensive sixth-form schedule, whereby 10 mixed-ability tutorial groups engage in project-based explorations of leisure, the arts, life-styles and political studies.

It is rare that one finds teachers with the courage to allocate 40 per cent of the timetable to such a common core, and to a programme which embraces the "examinables" with the rest on per terms. Tony Cooper has reacted imaginatively against the stultification and divisiveness of the conventional sixth-form courses, and the activities look extremely promising.

As one reads the submissions schools make in applying for the capability awards and the reports of the judges, one forms the impression that, sensible primary school practice is, here and there, infiltrating into secondary education. One is heartened by the inventive and brave steps of teachers determined to fight against epistemological fragmentation and seek, in alliance with their pupils, for a genuine and relevant focus to education.

There is, at the Dartmouth School, Devon, a positively Tolstoyan chance to construct a coherent pattern from the study of rural science, with, fascinatingly, Brown the goat playing a role as crucial as that of Thomas Arnold at Rugby. The Eden Valley School Foundation Course in Recreational and Creative Subjects is another illustration. Aimed at 13 and 14-year-olds, it offers the opportunity to pursue multi-faceted projects, among an impressive catalogue of which is featured:

"The history of music as an accompaniment for films, tells you how composers go about doing it and gives you the chance to write your own music for a scene at Cranford Community School, a purpose-built institution at Hounslow in the shadow of Heathrow's air-traffic. Tony Cooper, physicist and upper school head, is the enthusiastic

There are, of course, signs of strain, as rather teachers and parents have to be wooed and placated. The dilemma is real enough. Generations bred on the belief that a nap hand of O levels and a couple of A levels serves as a meal-ticket will not be converted overnight. Some of the packaging - additional subjects, for instance - has to be coy and a little covert. It is reminiscent of Bob Hope ordering a tame lemonade in a rough Yukon saloon. Realizing his non-macho slip was showing, he hurriedly snarled "but in a dirty glass".

The Capability Browns of progressive secondary education may have to rely on dirty glasses. Schools now have either a Beyer's Tapestry timetable, which stretches interminably along the staff-room wall, or a Yoicks Tansy timetable, which drives packs of children around the school from a view in the lab to a death in the gym in the morning. One trouble is the entrenched character of curriculum and its luscious inability to adjust. Schools are so conservationist that they make the Friends of the Earth look cavalierly profligate.

Whether the balanced and optimistic tones of "capability" will bring about such a fundamental change is arguable. However, a couple of rather contradictory points occur to me, given the uncertain future in which these brave ventures have prevailed.

On the one hand, there is the possibility that, apropos employment, mother order of merit might emerge, one maybe more satisfactory for employers by way of fitting square pegs into square holes, but a pecking-order, nonetheless.

On the other hand, what if the schemes were to be so successful that all our youth were turned out, bright-eyed and bushy-tailed, anxious to become enlivened and curious about the world

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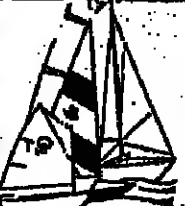
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Word wise

PAUL BRYAN

When I told our English adviser I was interested in using a word processor with my class, he offered to buy a word processor program for our BBC computer.

I had experimented with two different word processor programs at our teachers' centre. The feature common to both was that they were in a chip that is permanently plugged into the innards of the computer, what the computer buffs call "ROM-based". In choosing, I tried to achieve a balance between a good range of features and ease of use by the children. I settled for the Wordwise program.

A program on a chip has three advantages over programs on any other storage medium: other people cannot lose it, loading takes a fraction of a second, and it leaves all the memory in the computer free.

After having the chip fitted at the teachers' centre, I took the computer home for the weekend. A couple of hours studying the manual and trying things out and I felt ready to introduce it to the children. They are used to using the computer in the classroom, and a new program is always a bit of a novelty.

The first group of children I had in mind to use the word processor were the few who had little trouble with grammar, punctuation, etc, who regularly churned out long stories. For them I saw the word processor as a useful tool to use to edit their work; to enable them to make revisions, and to allow them to re-draft their work as often as they felt they needed to. And indeed for this group this has been the case.

For the class as a whole, the first assignment was a brief description (50 words) of a character for their next story; the word processor shows the number of words used on screen as they are typed. It was during this exercise that the following fact emerged: those wanting to make the most re-drafts of their work were those who generally had difficulty with their writing work.

Until that moment, the very act of



writing anything at all had been such a effort that any idea of revising and re-writing was put aside as being much too great a task. Poems, because of their brevity perhaps, were the only pieces of writing that were rewritten as a matter of course. (Stories or topic work for display was rewritten, but that was considered as special treatment.)

These children had made a most important discovery: the computer is not a master, it is a slave. The word processor can insert words into a text and all the words following move up to let it in. The reverse is also true. The ease of letters can be changed at a touch of a key. It is possible to replace a word of words with any others, at every occurrence in the text. Text can be saved or loaded to a disk or cassette to let the letters be at the command of the child. The computer now becomes his slave. He commands - the computer obeys.

Finally, the text can be sent to a printer, a copy for the child's file, and a copy for display. When the work is displayed, it all has a look of quality. It has the magic of being "in print". There has been no difficulty in interesting other members of staff in the possibilities of using a word processor. A chip was very quickly fitted to our second computer, and our third computer will be supplied with the word processor chip already in place.

Paul Bryan is deputy head of Grove Vale Junior School, Great Barr, Birmingham.

FEATURES

Equal shares

A new attitude to job-sharing could mean more women in senior teaching posts and broader opportunities for men, Angel Scott argues



a representative of the Assistant Masters and Mistresses Association told Anne Town, "Re-entry to a scale post is very difficult to achieve - and as all jobs become scarcer, re-entry at all will be almost impossible."

It is ironic that in a period of high unemployment women are having more paid employment forced upon them than they want in the short-term. The headteachers questioned in this research expressed their worry about "the pressure being put upon women to go full-time or to remain in full-time posts as the only means of retaining career prospects and job security."

Job-sharing, coupled with maternity leave, could provide a solution to this. But one serious obstacle is the ambivalent attitude teachers have

to part-timers; an attitude which could offer a further explanation for the reluctance of the teaching profession to welcome job-sharing. When asked by the researchers whether any practical steps should be taken to improve the career prospects of part-time teachers almost three out of four headteachers, female as well as male, said no. Most teachers were also against improving the prospects of part-time teachers through female teachers were more sympathetic than female heads.

The minority in favour of improving the lot of part-timers were asked what practical steps should be taken. "For teachers... three suggestions stand out at the top of the tables - creation of more part-time work/job-sharing; more permanent status/security; and scale posts for part-

timers with responsibility. (allowed for in the Bunting agreement but rarely implemented). Headteachers thought each of these important too, but most frequently mentioned the establishment of adequate refresher and in-service courses."

Although most evidence came from women, there is, according to Dr Town's article, "a strong possibility that a minority of older male teachers, not yet ready for full retirement, might also welcome the opportunity of sharing jobs with entrants or re-entrants to the profession." Some men in the early years of teaching also said that they would like a temporary break from a full-time career pattern and considered that this would become a popular option if it were seen to be realistic. It could open up a number of possibilities to men and women who want to pursue a personal interest, undertake some research or development work, play a bigger part in raising their children or gain wider experience in industry or elsewhere.

As well as providing an answer to the question "who would be willing to share?" the evidence in the report, by highlighting the disadvantages of the part-time post, points the way to the conditions and guarantees necessary if job-sharing schemes are to meet with the approval of teachers.

Despite the low-esteem in which part-time teaching is held, it is ironic that the decline of these posts has had a serious effect on the career prospects of women teachers. If we are to stop the further decline in the number of women heads from 57 per cent in 1930 to 38 per cent today, and if we are to encourage women, who form over 80 per cent of the teaching workforce, to take up senior posts then as a profession we have got to give women the chance to maintain their career prospects while they meet the demands upon them of their family - whether it be the upbringing of their children or the care of elderly relatives.

Because of their key role in the education of tomorrow's citizens, schools must assume a greater responsibility for breaking down sex stereo typing not only in curriculum areas but by providing a balance of men and women in senior posts and job-sharing could be a positive step towards that. If job-sharing were to become an accepted work pattern within the teaching profession for men and women, young and old, then as well as enabling schools to have a well balanced staff it might also have much wider social implications: allowing fathers to play a greater part in the upbringing of their children; allowing unemployed qualified teachers the opportunity to practise their chosen profession; and allowing older teachers a gradual move into retirement.

Angel Scott is editor of the National Association of Teachers of English newsletter and was, until recently, a senior teacher in Manchester. She gave up that post after the birth of her child, having tried unsuccessfully to negotiate a job-sharing arrangement.

The autumn issue of the Durham and Newcastle Research Review can be obtained from the Secretary, School of Education, University of Durham, Leazes Road, Durham, price £5.

find ways of making each other's lives more miserable. There are crucial questions to be asked about the causes of what is discovered, and there is an inescapable need for reference to other work about gender identity development, to writing relating the reproduction of social relations, to the needs of the labour market, and to writing about the power relations between women and men. The findings must be placed in a theoretical framework if any resultant changes in practice are to be effective, yet it was beyond the scope of the Norfolk project to do that though a book fit is provided in the report. What is really needed is a continuing programme of teacher education in which action research is followed by a study of the literature.

A further problem is the status of such work within the school. How can a few teachers make a sustained difference to the lives of the children passing through the school? Unless the awareness generated by a project or a course is supported by a commitment from the head, the education authority and the Department of Education, what can its long term effects be? The report claims that, "change in schools is more likely to occur than through headline-hitting studies which teachers can readily dismiss". Work of this sort is indeed vulnerable as a change strategy: in the release of girls and boys from stereotyping in their education to be left to the chance involvement of their teachers in a one-off project?

Sex Stereotyping in the Early Years of Schooling by Nick May and Jean Rudduck is available from the Centre for Applied Research in Education, University of East Anglia. Price £2.50 including postage. Hazel Taylor is adviser for equal opportunities in the London Borough of Brent.

explanatory conversations with boys, but leave girls to play alone, is to invite a swift hostile response, and a host of anecdotal evidence claiming the opposite. We all feel threatened by claims that we are not actually carrying out our professional commitment to be fair to all our pupils. What the Norfolk project has achieved is the realization and acceptance by the participants of how hugely, in fact, they were responsible for perpetuating patterns of stereotyping. As Nick May writes, "Once a group of teachers has become alert to the issue of sex-stereotyping, then numerous small occurrences suddenly become prominent as 'evidence', and as pieces in the jigsaw of understanding began to fit together: teachers became intrigued: 'I'm hooked on this now. I'm fascinated.' The teachers found how 'the children's expectations of adult sex roles seemed to be particularly inflexible', and that boys' views of what girls could do were more fixed than girls'.

It doesn't matter that this isn't news: what matters is that these Norfolk teachers now believe it. Strategies for change attempted by teachers unconvinced of the reality of sex differentiation in their classrooms will fail. So attitude change must be the first step in making equality of opportunity a reality. Action research of this sort is clearly a very effective strategy in raising awareness. The evidence collected cannot be dismissed, and the 'write-up' is free of jargon and abstract theory. It's an easy read, often compelling for others who can identify with the situations described.

This sort of work has its limitations. One of the problems is the relationship between observation and change in practice. If girls and boys are found not to like each other very much, and to choose single-sex activity frequently, the solution may be to make them mix more. They may just

The teaching profession and its unions have been slow, even reluctant, to give serious consideration to job-sharing as an alternative way of working. This may, in part, be due to the innate conservatism of the profession but I think it is more likely to be due to a genuine worry about promoting job-sharing at the expense of full-time jobs, particularly at a time of falling rolls, redundancies and cuts.

While acknowledging that worry, I feel that the teaching profession and its unions must, none the less, become involved in an active debate and feasibility study on job-sharing on a voluntary basis if we are going to improve the career prospects of women teachers and to find ways of offering qualified, but unemployed, teachers the opportunity to practise their chosen profession.

An obvious starting point must be finding out who would be willing to share? In an article about to be published in the Durham and Newcastle Research Review, Dr Anne Town of Lancaster University seeks an answer to this vital question. Her article is based on evidence provided by serving and non-serving teachers on the demand for part-time work within the profession.

Anne Town, and her fellow researcher Gill Neddham, found the sharp decline of part-time posts since the heavy days of teacher shortage in the 1960s has resulted in women teachers, who accounted for over 90 per cent of the part-time force, either leaving the profession, seeking supply teaching despite its lack of security and long-term job satisfaction or reluctantly accepting full-time posts in spite of family commitments.

Their research indicates that of the sample about a quarter of women who had either taken a break away or who had formerly taught part-time, but who were now back in full-time posts, would really like to work part-time. "It is likely that many of them, given the right guarantees, for instance of pension rights and of job security, would be prepared to share on a voluntary basis," says Anne Town.

Job-sharing could also provide the means for re-entrants to the profession "to adjust to teaching again, in regular confidence and to catch up with educational developments while working part-time". This opportunity for part-time re-entry was seen by most headteachers to be important both to the women's subsequent career and to the school. These re-entrants would have long-term career aspirations so they would need reassurance that job-sharing would be recognized as legitimate service for promotion purposes and not as a sign of a lack of serious commitment to the job.

Other potential job-sharers are older teachers who told the Lancaster researchers that, provided their pension rights can be preserved, they would like to use part-time employment as a gradual preparation for retirement since they were beginning to find full-time teaching very tiring.

The research also suggests the current lack of alternatives to full-time employment has resulted in "a huge increase in the number of teachers taking maternity leave". Formerly teachers felt able to leave and to return to part-time or to regain their position on the promotion ladder. As

Research it yourself

There is no substitute for first hand experience of the ways teachers treat the sexes differently, says Hazel Taylor, but it doesn't solve the problem of what to do about it

How much does the experience of primary education contribute to the sex differentiation in secondary schools which is now so familiar to us, but so resistant to change? Primary teachers can be hard to convince of their responsibility for perpetuating stereotyping: after all, they see girls achieving well, becoming fluent writers and readers, and doing better than boys at computation if not at other branches of mathematics. And yet the little we know suggests that many attitudes and expectations are firmly fixed in the primary years.

I was, therefore, particularly interested in the project carried out by some Norfolk teachers and a part-time researcher, Nick May. Tick report, *Sex Stereotyping in the Early Years of Schooling*, describes how staff from four primary schools and a middle school were invited "to develop their own studies of sex-stereotyping in their own settings". The project's aims were to support

teachers in learning how stereotyped attitudes and behaviour are generated and reinforced, through small-scale research into their own practices. The resulting report makes such refreshing reading because the voices of classroom teachers come through so clearly, describing what they chose to investigate, the pitfalls and hazards, and the findings. A variety of means was used: for example, a diary of lunchtime seating patterns, a study of the use of playground space, an investigation of girls' and boys' preferences in topic work, and a survey of reading choices.

The findings were not statistically valid, in that samples were too small and variables insufficiently controlled, but that of course was not the point of the exercise. Teachers are notoriously sceptical of research findings, especially when produced by university researchers about teachers. To tell nursery teachers, for example, that research has shown that many of them engage in

stereotyping is to invite a swift hostile response, and a host of anecdotal evidence claiming the opposite. We all feel threatened by claims that we are not actually carrying out our professional commitment to be fair to all our pupils. What the Norfolk project has achieved is the realization and acceptance by the participants of how hugely, in fact, they were responsible for perpetuating patterns of stereotyping. As Nick May writes, "Once a group of teachers has become alert to the issue of sex-stereotyping, then numerous small occurrences suddenly become prominent as 'evidence', and as pieces in the jigsaw of understanding began to fit together: teachers became intrigued: 'I'm hooked on this now. I'm fascinated.' The teachers found how 'the children's expectations of adult sex roles seemed to be particularly inflexible', and that boys' views of what girls could do were more fixed than girls'.

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Sums for mums

Helen Roberts and Alan Graham are making mothers more mathematical

"Before, I just used to say, 'Wait 'til your dad gets home. It's no use asking me'." "I think a lot of mothers tend to do things automatically. Your kids come home from school and they say, 'Can you help me with this?' and you say, 'Oh, go ask your dad...' most of the time, it's because we're busy in the kitchen... they start to think, well, my mother's a bit dumb, there's no point asking her. I think that might be why girls seem to be a bit slower in maths because they notice that the mother never seems to help them."

For many adults, not being good with figures, not being able to help their children with sums, and generally being anxious about making calculations, is a source of real worry.

It was with this in mind that we set up a project to try out a course of basic maths with a group of mothers in a Bradford middle school. We chose mothers because of the well documented concern about the achievement of women and girls in maths and because it seemed to us that they are an

underused and undervalued resource in education. Mothers teach an enormous amount to their children informally up to the age of five - indeed, a child probably learns more from her or his mother in the first five years than she or he learns from anyone else in a lifetime. But by the time their children reach middle school age, many mothers, like those quoted above, feel they are being left behind.

We advertised a free course of 12 lessons to mothers of a middle school class. All the mothers who came had jobs and several women had more than one job. Two who worked in a fish and chip shop were also school cleaners and one of these ran a catalogue in her "spare" time. All except one had left school at minimum school leaving age.

It seemed sensible that the course should: ☐ Contain examples drawn from the women's everyday experience; ☐ Present a coherent view of maths; ☐ Provide the women with insights and practical suggestions for explaining maths to their children; and ☐ Cover as far as possible the maths curriculum followed by the women's own children.

But there were other factors to be considered. We were concerned that while many of the examples used should resonate with the women's experience, the course should not be stereotypically female. We were keen to go beyond "mums in the kitchen" to a variety of other contexts the women might find interesting. Nature and art proved to be two popular sources of examples in this category. Another consideration was the sort of learning environment which might best meet the needs of the women.

We felt that traditional images of maths as hard, male and competitive made it difficult for women to identify with the subject, and this was confirmed by talking to the women who came along to the class. The confidence to "have a go" with the corresponding willingness to risk being wrong is an important prerequisite for exploring and learning about mathematical concepts. To establish a less threatening atmosphere we used calculators and computers - a calculator doesn't



laugh at you when you make mistakes. But then, classmates are less likely to laugh too when you're all in it together.

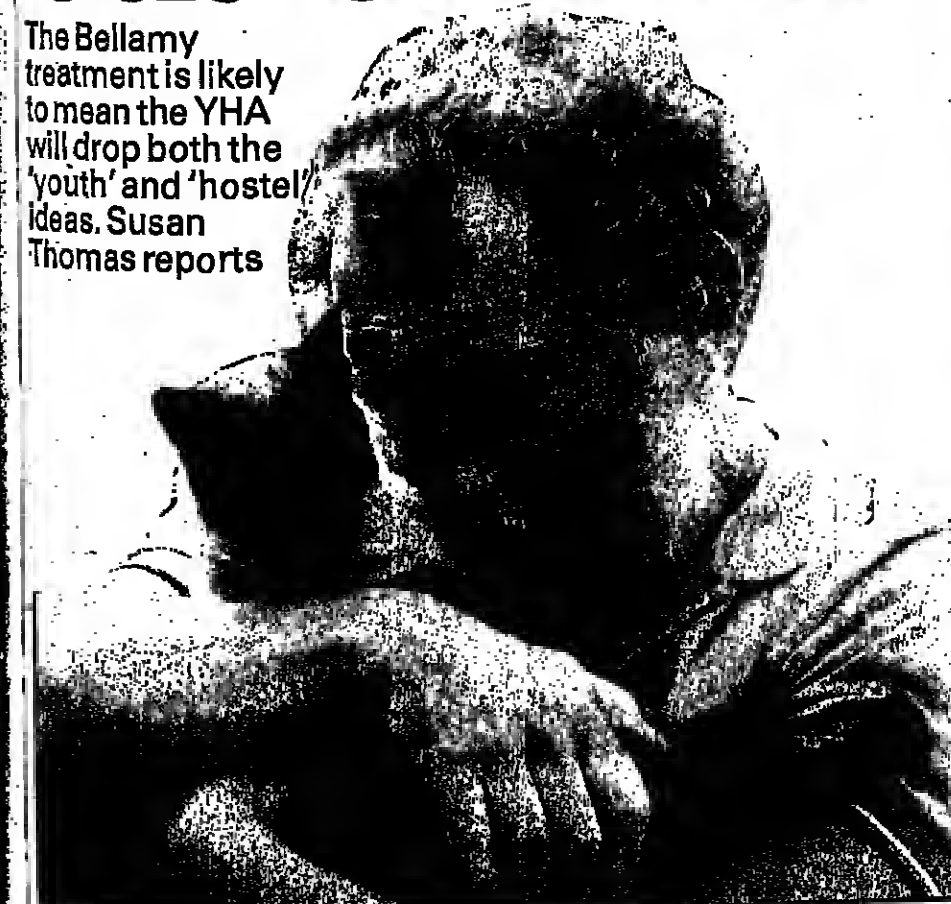
As one of the mothers put it: "You didn't feel as if when you answered a question, that if you said the wrong answer, it'd matter. You've had a go at it. At school they used to laugh at you... That's why I say we should learn maths later on in life... I think we should all go back to school when we get to a certain age, definitely, for about four years, or at least a year..."

Who would have thought that maths could have been the subject when the verdict at the end was: "I've enjoyed it all. In fact I've quite looked forward to Friday. I shall be sorry when I don't go any more."

Helen Roberts is senior researcher at Bradford and Ilkley Community College and Alan Graham is a lecturer in maths at the Open University. The full Sums for Mums report describes the project, and is available from Helen Roberts of Bradford and Ilkley College, price £2.50 inc. p&p.

Out of town

The Bellamy treatment is likely to mean the YHA will drop both the 'youth' and 'hostel' ideas, Susan Thomas reports



It was a stroke of genius to make David Bellamy President of the Youth Hostels Association - earlier this year. For Botanic Man, the incredible shrinking conservationist, the association needs to lift it out of the doldrums. But did the committee realize exactly what it was taking on, I wonder, when it gave him the post? For Dr Bellamy thinks big - as well as small.

"Imagine," he says, hearing his cheerful squeaked melon smile, "Heritage Landscape Maps showing where to find real ale, woodlands, English cheese, rivers, Roman Britain, marshes, all overlapping. What we've got to do is to let people know that if they want to do something in the countryside we can package it for them. Because if we don't look after our heritage, in five years time it won't be there and then, it's gone forever!" The foreign tourists will stop

coming altogether." Bellamy's great vision for the YHA involves packaged conservation. "If you love medieval houses you go and stay in one and help restore it, if you care about the countryside, you could work on the long distance footpath."

As he talks you see this great vision of British people, young and old, employed and unemployed all busy with the things they like best - restoring castle walls or medieval tapestries, clearing canals, restocking rivers or laying hedges. And where would they stay? In the local youth hostel of course.

There are, he admits, one or two problems still to be overcome. First the little problem of the title. "Youth" implies an upper age limit. Not true. The answer he thinks is "just to call it the YHA" spoken rather quickly, "then people can think of it as 'Your Heritage Access' on

whatever they like." It's not just the "youth" bit either. "We've been doing surveys. A lot of people don't like undressing in public so we're doing something about that. Then there are religious connotations to the title. Hostel and warden sound too much like the Salvation Army - as if you go there to be done good to."

The answer is active selling on the part of the management and an appreciation by the Queen and the Government that our heritage must be given back to the community and that tomorrow will be too late.

"The Government pays lip service to the question of increased leisure, but what does it do?" he asks. "Builds sophisticated leisure centres at a cost of millions and then charges £3.50 to get into them. That's no use in the unemployed north-east where I come from."

"I don't think it has thought at all. What are the three most popular activities? Walking in the local environment - even if it's only throwing a stick for the dog - gardening, and fishing."

"Just think of the people who would love a garden and haven't got one and all the gardens that are falling apart for want of someone to look after them. The water boards and the river boards could give the rivers back to the fishermen to maintain."

A lot of this would necessarily be on a local level but whenever people are pursuing their interests away from home - there is a handy hostel. "The Government wants residential experience for the YTS - the YHA has already the infrastructure," he says with satisfaction. "I hope somebody is going to be bold enough to offer certification - show that people have done something worthwhile - mastered a skill."

It all sounds marvellous. We didn't go into the fine detail - that, after all, is the province of the administrators. It's the vision that counts.

Dr Bellamy has been out and about promoting the YHA. "I ask people on trains and buses if they've had a holiday this year. If they haven't I ask them why not. If they've thought about it, I ask them if they'd like to come on holiday with me. Old ladies fall about laughing," he says with some satisfaction.

He has plans to sit in some northern market square in a Yorkie trailer (the YHA's latest promotional asset), persuade visitors to give hostelling a try and then whisk them all off to the delights of the countryside. I'm sure he could do it, grannies and all.

Hostelling isn't a sudden fad - or even a side kick to his conservation interests. David Bellamy has been hostelling "from the Western Isles to Russia" during his years of botanical bug during a visit to Ravenna as a teenager and subsequently did occasional stints as a warden.

"Hostellers," he says, "are the nicest people in

the world. When you're a warden - you just pray that you don't meet anybody bigger than you who wants to make trouble." He never did.

The YHA seems delighted with his suggestions. If it's over-awed, it manages not to show it. The Bellamy image and the Bellamy vision could be the making of the association. It has had some dismal years of late, culminating in much critical self-examination and valuable market research.

All this has resulted in some profound changes. Car parks, carpets, duvets and central heating were introduced to the posh hostels some time ago, to the dismay of the diehards. Family units, the cafeteria system and games rooms have all proliferated during the last decade. Now we can expect to find hostel doors open between 10am and 5pm in bad weather, welcoming notices informing us that Don and Doris (no longer the warden and his assistant) are pleased to see us and, saints preserve us - Space Invaders in the common room.

It's a far cry from the days of outside taps, paraffin lamps and log fires, let alone the sight of hitch-hikers desperately muddying their boots before booking in as walkers.

But if the association is to survive, it has to appeal to today's youngsters. At the moment it doesn't. Twenty-seven per cent of bednights are taken up by school parties. Very few of those children ever come back as young adults. Hence the revolution.

The other major group is foreign visitors (28 per cent) who come, as David Bellamy points out, to see our national heritage. The rest of the membership is getting steadily older. So it's in with the video games, adventure holidays, sketching, hang gliding and car driving!

"As a long suffering parent," says John Parfitt, vice president, "I think that there would be considerable support for a scheme which allowed young people to come away for a fortnight - learn to drive someone else's car and take a test at the end of the time. Other countries do it already - we're looking into it very seriously."

And the educational provision gets better by the year - more field study hostels - background information - help with planning and provision.

I can't help feeling a pang for the old days - for the companionship of adversity in a smoke-filled, self-catering kitchen, beetles dropping into the breakfast mugs whenever anyone moved in the overhead common room at the old Bridport hostel, the bliss of fresh baked bread, real porridge and free-range eggs at Wheeldale on the North Yorkshire moors. But the association can't live in the past if it is to maintain its tradition of helping all, "especially young people of limited means to a greater love, knowledge and care of the countryside... and thus promote their better health and rest". As for me, I rather fancy a conservation week at Llanhydrock gardens - rockeries and supervised pruning, I think.

ARTS

1. 1993 年 12 月 1 日以前, 凡在北京市行政区域内, 从事生产、经营活动的法人、其他经济组织、个体工商户、个人合伙、自然人, 均应当依法缴纳地方教育附加。

Public reward

Schools Prom.
Royal Albert Hall, Wednesday
November 23.

With so many of its participants of near professional standard it would be easy for the Schools Prom to become an occasion where the schools promoted and the out-of-school geniuses took to the stage. Wednesday night featured the only primary group of the series, Sunnybank Percussion Group and Dancers, who showed what can be achieved by an ordinary school in class music. Their *Petrushka*-inspired *Puppet Suite*, an example of the kind of music-mime-drama that goes on in countless junior schools, proved that to achieve a musical sound on classroom glockenspiels and xylophones (the goal of many music teachers) requires immense concentration and rhythmic control; secondary sophisticates who jeered at the story please note.

The opening and closing slots in the evening are the hardest to bring off, and much depends on the choice of music. Cornwall County Youth Brass Band provided the most arresting opening of the three days with their James Bond medley immediately putting the audience in receptive mood. Stonleigh Youth Orchestra, whose *Firebird Suite* was one of the highlights of the National Festival of Music for Youth, perhaps wisely chose to include the Trumpet Concerto by Armenian composer Alexander Harutunyan, a work alternating khachaturian-like flamboyance with eastern-sounding lyrical passages, between the Stravinsky and the Elgar finale. While it gave John Wallace an opportunity for virtuoso trumpet-playing, I found the piece curiously unmemorable.

Stan Tracey was on the top of his dazzling form with the Midland Youth Jazz Orchestra, sharing the solo spot with saxophonist Art Themen as they vied with each other and the rest of the band for the limelight in *Take the 'A' Train*. In marked contrast Wednesday was also the night for the classical "greats" - Beethoven (the *Finale* of the "Emperor" played by the King Edward VI College Sinfonia) and Brahms (Movement III of *String Quintet No 2* played by the Guild Quintet). And anyone who still thinks early music is for snobs and ferals must have been surprised at the entertainment afforded by the Kinorith Wals and their remarkable array of instruments from cumbersome bass shawms to buzzing crumhorns and shrill recorders. The two greatest musical delights were the Welsh Middle School Choir's sensitive rendering of Jerome Kern's *Why You Look Tonight* and the *St Olave's* Choir's Tito playing *Interlude No 2* by Ibert with its Spanish rhythms and impressionistic passages for solo flute; two examples of the unexpected items that turn up on Schools Prom programmes.

It may well be that only a small proportion of these youngsters will be the Henry Wood promoters of the future. What matters more when the banners have stopped waving is the sheer enjoyment of making and listening to music, and thrill of public performance - the well-earned reward of everyone involved in these exciting evenings. **Philippa Davidson**

Two years ago Peter Brook's 80-minute version of Bizet's *Carmen* created a sensation in Paris. It has just opened in New York (where it was lucky enough to see it) and British audiences will have their first taste of this remarkable piece of music-theatre on December 7 when Channel 4 shows the first of three (yes, three) films which Brook has made of what he calls *The Tragedy of Carmen*.

Brook and his musical director, the composer Marius Constant, dispense with chorus, large orchestra, and the "dictator with the baton". They rely on superb young singers, and a mere dozen players who are kept well out of sight. *The Tragedy of Carmen* raises a whole host of questions about authenticity versus interpretive licence. It could be hard to find a better talking point for a drama-class able to see the films and study Bizet's original (to which the BBC has published an "excellent Opera Guide"). **Patrick Carnegie**



Tim Roth as Colin

Tested to the limits

Meantime. By Mike Leigh.
Channel 4, December 1.

Mike Leigh has updated the old Aristotelian ideas about dramatic "tension". Instead of the emotions of fear and pity (and pity would never do) Leigh suspends his audience's feelings between repugnance and fascination, by presenting them with characters and situations of unrelenting ugliness. The "realism" for which Leigh is famous contributes to the audience's emotional detachment. All those finely observed details - the heightened mannerisms, the repetitive speech, the clothes, the furnishings - serve not to convince of the "reality" of the dramas, but rather draw attention to themselves as part of an artifice. No one sits back and lets the details in Leigh's plays wash over them: we all sit forward, congratulating ourselves on noticing the apishness of everything. "How perfect", we say, "she's even got a nest of glasses on her occasional tables!" In effect, sympathy is completely ruled out, as we're drawn into a conspiracy of laughter against the characters.

The detachment Leigh encourages suits well his preoccupation with matters of class. When he deals with working-class characters he can resist the tendency to treat them as either heroes or comedians. Indeed, in last night's *Meantime* the Pollock family were notable mainly for inertness and total humousness. Jeff Robert's Frank wouldn't enjoy himself on principle, Mavis (Pam Ferris) was a fluffily slipped lump, while Colin (Tim Roth), their slow-witted son, blinked behind his elapostoplastic glasses, mouth open, and made loud "thud" noises down his nose. Not that any of them had much to see the funny side of: they were all unemployed and unintelligent, and their high-rise East End flat was cramped and literally falling to pieces. The other son Mark (excellently played by Phil Daniels) gave the impression of humour, in that he had an answer for everything, but he wasn't actually at all funny.

The film focuses on the brothers. Mark won't leave Colin alone: he calls him "Muppet" and "Kernal", he catches clients ("One for me and one for Ron. Later Ron," he gulps) and checks up on him when he's at the

launderette. But his attitude is protective: he warns Colin against a rather tedious skinhead called Cory, and he interferes when Mavis's sister Barbara (who has bettered herself and now smiles brightly through her inevitable misery in Chigwell) attempts to patronize Colin by offering him a decorating job. Mark's concern for somebody else is unusual for a Mike Leigh character, and so is his astuteness about what is going on around him, particularly where "Auntie Barbara" (Marion Bailey) is concerned.

What Leigh can't give Mark, however, is the self-awareness that he would realistically have, because it would break down the audience's sense of detachment. *Meantime* is pretty bleak - as the title suggests, the Pollocks have no future. But if any of them were to articulate the hopelessness of it, it would completely undermine Leigh's intentions. With *Meantime* Leigh has perhaps tested one of the limits of his method.

Lynne Truss

Next week: Mike Newell reviews a new study of Mike Leigh's plays.

Co-op fare

Of Whole Heart Corneth Hope.
Age Exchange Theatre Company.

The *Archers* used to be billed as an everyday story of country folk, and it remains popular for exactly that reason. The small talk in Martha Woodford's shop does far more to keep an audience than the occasional sensational death of a character. It is precisely the same humdrum ordinariness which makes Age Exchange's *Of Whole Heart Corneth Hope* so fascinating.

The production takes its somewhat unwieldy title from the motto of the Co-operative Women's Guild, for whose centenary it has been compiled. Like previous Age Exchange shows it is built up entirely from the reminiscences of old people, in this case some of the pioneering members of the CWG. From their memories of childhood spent in Warwick Co-op houses, of "Co-op breakfasts" - milk from the Co-op dairies and Co-op bacon - and of the Co-op's Wheatmeal shoes, however, emerges a picture of the developing political awareness of women in the first decades of this century.

"Come and buy", the Co-op shops used to exhort them, that was how they could help build the socialist heaven on earth. But they had other ideas; they wanted to "talk and act" like their husbands and fathers. Joining the Guild gave them the chance to do both.

Annie and Jessie and Alice and Muriel, the four characters in the play (all of them amalgams of scores of real-life Guildswomen) never do anything dramatic in their lives. But as the play makes clear, their chairing of a branch meeting or travelling to London for the annual CWG Rally was at least as useful to their fight as a Suffragette chaining herself to railings or throwing herself under the King's horse.

Commissioned by the Co-operative Women's Guild of *Of Whole Heart Corneth Hope* is being performed principally at branch meetings and for Woodcraft Folk youth groups. Its scrupulous attention to detail, however, and demonstration that history is really made up of people of all sorts deserves a far wider audience. Maybe on Channel 4 - as an all-woman, mildly left-wing piece of community theatre it seems ideally suited.

Hugh David

Literary competition

Competition No 45, Report by Scylla. We ask you to imagine how Miss Bates, Mrs Ramsay, Tom Sawyer and Widmerpool would be spending Christmas or New Year's Eve in 1983. Christmas is Christmas is Christmas. That is what many of you thought; and consequently our four characters were carrying on doing what they always did regardless of the passage of time. Thus we have Huck Finn with a dead cat done up in tinsel (James Simms); Miss Bates talking of "the food, the decorations and everything so especially kind" (E J Elwin); Mrs Ramsay thinking, "Blue, yellow, red - little shaded lights lit up in the dark of her mind. Suffering, death, the year - yes, this was Christmas" (K L Barron); and Widmerpool, dressed up by many of you as Santa Claus himself (very credible this).

The best of these "timeless" episodes were R J Werburton's Mrs Ramsay and Hazel Stanley's Widmerpool. Here are some extracts: "Yes, of course Santa will come, dear," said Mrs Ramsay pausing over a stocking she was knitting for the postman's father-in-law to hang at his chimney. But if he does come, she thought, what will he make of us all?

Several of the poets had taken to sitting awkwardly and intent round the dying fire. She understood Sonnet, though he liked to think she didn't, and guessed how inhibited this would make him feel, how he would shuffle in the grate and pretend, oh pretend to be merry.

Santa received a less than rapturous welcome counterpointed by streams from the smaller children who would never do, in fact, it having all up so late we should fall asleep without

crooked also was the voluminous scarlet cloak gripped, like some ill-made parcel, by a shiny black belt which dangled to the ground. With a fearful inevitability Widmerpool, ascending the dais, tripped on this belt and his bulging sack fell, crashing and tinkling, onto the cake-littered parquette beside the tree. From the open mouth of the sack a headless doll rolled and lay still.

I had hoped that more of you would have brought your episodes right up to date. This was more difficult with Widmerpool, who "died" only in the late Sixties, but even he might have included a computer game in Hazel Stanley's sack. I chose the winning entries mainly from those clearly in the Eighties. £10 each to Molly Fitton, Jonathan Farnside and Robin Ravensbourne. £5 each to R J Werburton and Hazel Stanley. Nothing to Bill Greenwell who dares to send in a 75-word episode, part of which I am sure he won't mind my prying even though unwarranted.

Miss Bates But there are so many programmes - I believe there are four at present. Which proves how the world is constantly changing. Oh! said I, how confusing the world is! And the price, my turkey - they are so often frozen, which I declare is a cruelty itself. It is always moving upwards! - There is a gentleman on the television who cannot pronounce "beautiful" - I so tragic.

Bill Greenwell Miss Bates I said to my mother, I would never do, in fact, it having all up so late we should fall asleep without

greeting the New Year and commemorating the old - our first in the security of Hartfield Sheltered Housing - with a glass of the Madeira Mr Woodhouse so kindly sent us - so very superior to the Cotswold Cream Sherry which is all our humble purse extends to - though most grateful of course for every increase in the pension - and the staff at the Highbury Minmarket so very obliging - these frozen TV dinners such a convenience - both great admirers of Wogan, I assure you - then, would you believe it, Miss Woodhouse, I glanced at my digital clock and - It was my mother's talking so much no doubt that did it - 1984 was already 20 minutes old!

Jonathan Farnside

Tom Sawyer Dear Auntie Polly, I guess you'll be purty mad at me when you gets this 'cos when I just vanished the day I took you thought your poor Tom had run away to make his fortune in New Orleans. Well, m'am, I ain't made my fortune - yit, but am sure to do so any day now - you see, Huck and I (for Huck's here too and sends his respectful compliments, m'am) got lost somehow, inside this helicopter on that air base you told me never to go near on pain of a lickin' - and then all these Marines come aboard and it teke off sudden - when they find us, they tell we're their mascococks - and really, auntie, you'd like this island - Huck and I are a

swellin' over the day - 'cos when some of those no-good Cubans still up in the hills took off a shot at us -

Molly Fitton

Guns to the Right of them

Is There Anyone Here From Education? Edited by Ann Marie Wolpe and James Donald.
Fluto Press £2.95. 0 86104 736 2.

The title comes from a piece of prime ministerial *obiter dicta* - following an admission from the Ind by that her educational policies were a "disaster", while the book consists of a series of New Left critiques of Old Left Labour policies as well as of the New Right Thatcherite ones. It's an unusually mixed and shaken cocktail. It was originally designed to come out before the election, but in fact emerged after it; and though the chapters were meant to be translated into "general reader" English, not all of them were. None CWG. From their memories of childhood spent in Warwick Co-op houses, of "Co-op breakfasts" - milk from the Co-op dairies and Co-op bacon - and of the Co-op's Wheatmeal shoes, however, emerges a picture of the developing political awareness of women in the first decades of this century.

Much of the intellectual drive comes from the Centre for Contemporary Cultural Studies in Birmingham and its Director, Richard Johnson. He alleges an intellectual failure of Labour educational policies over the past two decades. He perceives an obsession with institutional arrangements, a mistaking of provision for activity and a failure to understand "Education for Work" which frequently simply deskills the

students. He treads back through the tradition of "Really Useful Knowledge" - like that in the forces during the Second World War. "Knowledge", he tells us - like manure - has to be spread around. Though he disclaims nostalgia, he failed to convince me that it wasn't the real driving force behind him.

James Donald (an Open University academic) and Jim Grealy (a real ILEA teacher) have a go at English teaching as the cultural determinant in our system. Though they have sensible things to say, they suffer from an unhealthy obsession with one Roger Scruton, who, I am told, is the new self-appointed guru of the New Right. They describe him as their "interlocutor". Their warnings are timely, but I felt they gave him rather too much space in the middle to the extent of letting in goals rather than scoring them. I shall leave Mr Scruton alone henceforth, lest he be canonized further.

I preferred the bits of the book emerging from school rather than academic action at Croydeth Comprehensive in Liverpool and a story of a mixed school in Hackney where some sex segregation has proved essential in the fight for equality. The book is also

a timely reminder of the reaction setting in throughout the system, and the nonsensical rhetoric that has been swallowed to make it all possible. As Anthony Arblaster points out, we've yet to experience "30 years of socialism" in education. It is he says: "at best a ridiculous exaggeration of education policy since 1945. At worst... propaganda of the most dishonest kind." He digs up a nice, eighteenth century text for the present day.

The Welfare and Felicity therefore of every State and Kingdom require that the Knowledge of the Working Poor should be confined within the Verge of their Occupations and never extended (as to things visible) beyond what relates to their Calling. I found the totality of the book a little defeatist. I suspect that the Right have captured, not so much the "centre ground" as a few hillocks from which it is quite possible to dislodge them. The rising generation are not yet irretrievably victims of Thatcherite patterns of thought. But the authors are right that this generation needs a more imaginative bencen light than was presented in the "comprehensive" image of old, if they are to turn their contempt for the present into any sort of faith for the future.

Christopher Price

Help at hand

The Disabled Child and Adult. By Brian Meredith Davies.
Basil Blackwell £8.50. 0 7020 0863 X.
Getting Through to Your Handicapped Child. By Elizabeth Newson and Tony Hipgrave.
Cambridge University Press £3.95. 0 521 27056 1.

Handicapped Children in the Community. By Grace E Woods.
John Wright & Sons £4.95. 0 7236 0675 7.

Care of the Mentally Handicapped. By Grace E Woods.
John Wright & Sons £4.95. 0 7236 0674 9.

The Disabled Child and Adult is a welcome handbook in that it clearly and concisely defines the multifarious types of handicap and provides information specifically relevant to each one; legislation, services available to the family, residential care, education, training, employment and housing.

The chapter on "The Education of Handicapped Children" is a useful contribution to the debate on the integration of handicapped children into normal schools, implicitly reminding

us that the Warnock Committee, if it did nothing else, did replace one set of labels with another: handicapped children now being referred to as "children with disabilities or significant difficulties". Essentially, however, Brian Meredith Davies' book is a practical one, and should be of real value to teachers as well as to parents and social workers.

Getting Through to Your Handicapped Child is a challenging book in that it is seen not only as a source of information and a working tool, but also as a means by which the child's own feelings must be made of the chapter on "Feelings and Emotions". Here, the heart of the matter of our own emotions, whether we be handicapped, a parent, teacher or social worker, is

finely cut and laid bare so that we can more sensitively see, understand - and help. Elizabeth Newson and Tony Hipgrave have no one quite as understanding as they are to recommend their book to all who see themselves as communicators, in whatever field.

Dr Grace Woods' *Handicapped Children in the Community* was written "specifically for teachers who may have a handicapped child in their class". Her introduction alone is worth the price of the book, if only because it reminds us that handicapped children, long ago, were integrated into the normal schools, and that many did not merely survive. The book itself lists and briefly explains the various types of handicap, what else to look for and what action might be necessary. But, above all, it reminds us of the "guts and determination that these children show" - a factor not often mentioned when "we" discuss "them". We, who have an interest, and therefore a responsibility, should find this book a continuing resource.

Care of the Mentally Handicapped is written entirely from a medical point of view and is, in part, a personal reflection on past, present and future practice. But it is also much more in that it argues strongly for a unified care system which will cater as well for the mentally handicapped adult as it presently does for the mentally handicapped child.

It is this avoidance of child centred sentimentality, this long term perspective on the problem, that gives this book its objectivity. Dr Woods' tendency to look back with love to the good old non-bureaucratic days of the Health Service need not deter us from two otherwise excellent books.

Joe Benjamin

There was a young...

The Penguin Book of Limericks. Compiled and Edited by E O Parrott.
Allen Lane £7.95. 0 7139 1557 9.

There have been many limerick collections, but this one, by stretching its net to catch such variants as the limerick or the limerick and the limerick, and by giving the cleanest and the obscenest, is the most inclusive and catholic yet. (This opinion is not, I trust, too much influenced by the reviewer's bawdy humour.) The book's contents, which support a commentary on limericks, are a selection of a famous limerick on the subject of limericks. The date: December 21.

shows that the origins of this perennially popular verse misanthrope go way back beyond the Edward Lear on whom it is usually fathered - and argues that, while many of the funniest limericks encapsulate aspects of sex, a good limerick can be written about almost anything. A doughty literary competitor himself, the compiler draws many specimens from the competition pages of the weeklies. The book is handsomely produced, the witty particularity of Robin Jacques's illustrations mirroring the demanding exactitude of the form.

Martin Fagg

BOOKS



Dear Lord Rothschild: Birds, Butterflies and History (Hutchinson £14.95), is based on Miriam Rothschild's personal recollections of the years spent with her uncle at his home and museum in Tring, where he assembled the biggest collection of natural history specimens ever made by one man. The photographs (12 colour, 147 black and white) are delightful above. Walter astride Rotumah, a giant Galapagos Tortoise who eventually died of sexual desire.

then Egypt had "declined", Greece had torn itself apart in civil war, Alexander had conquered the world and died in Persia, and Rome had not yet "risen", and even at the opening of the second century ad are too unready to fit into conventional history.

Naomi Mitchison recognizes that history is untidy and she breathes life into it by showing, through the people she creates, that in human terms one span of 40 years is as long and as important as any other. But records are scanty and of greatly varying reliability and kind, and 2000 years is a long time ago. As she says in her Foreword (1983), "It is all a game of hide-and-seek in the dark and if in the game one touches a hand or a face it is all chance". In *The Corn King and the Spring Queen* we touch the hands and faces of Eryl and Tarrick, the barbarians; of Phyllis, Kleomenes and Pantheas; of Athens and Alexandria, and it tells us about things that happened there between 228 and 187 ad, a span of 40 years which hardly gets a sentence in the history books. After all, by

subdued by Spartan puritanism, we shudder at the violence and wonder at the magic. Some of the people in the story are historical and some are imagined, but they all talk and behave and laugh and cry like real people. Through them we see how muddled and complicated and ever-changing the Mediterranean world was, the past to us, but to them the urgent present.

All this is described in amazing detail so that we smell as well as see the flowers and animals, feel the curls on a baby's head, taste the sweat and blood of the battle-field and know the touch of cool linen against the skin, for Naomi Mitchison is a poet as well as a novelist. Her people are rooted in their history and the great myths which underlie it. We join them in their individual and collective quests pursued against the timeless cycle of seedtime and harvest, growth and decay, hope and despair and birth and death, for these seekers are not automata or "people in history", they are us and they share our human condition.

Margaret Miles

TO BUILD JERUSALEM

Probably the best pictorial essay on working class life ever produced' *Yorkshire Miner*

'Reminds backsliders why the Welfare State came about' *Guardian*

'This book will spark off interest and encourage study beyond its pages' *Tribune*

'This book is easily the most expertly presented and richly chronicled record of its subject' *Arts Review*

John Gorman's much acclaimed photographic remembrance of working class life 1875-1950

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BOOKS

Sombre, aching and bawdy

Folk Songs Collected by Ralph Vaughan Williams. Edited by Roy Palmer. Pp 110. 95. 0 461 04554 X. John Clare and the Folk Tradition. By George Deacon. Sinclair Browne £15.00. 0 86301008 8.

The names of pioneer folksong collectors – Baring Gould, Sharp, Hammond – are remembered; the names of the singers are forgotten. This is a class matter, tied in with the very terminology of "folklore" and "folksong". Whoever the folk were, they did not include the collectors. So there is a rough justice in the accusation levied now that such collecting exploited the singers and wrenched their songs out of context, expropriating popular culture for the entertainment of the educated: refining the original song heard by Vaughan Williams or Grainger with their setting of it. But to look at their work in this jaundiced light is petty and unfair. They were part of history as we are; their motives were not rapacious but celebratory. Most of them – including Vaughan Williams – had a deep feeling for the singers from whom they collected. Grainger in the preface to his "Lincolnshire Posy" recounted his bitterness "at the memories of the cruel treatment meted out to folksingers as human beings (most of them died in poor-houses or in other downheartening surroundings) and at the thought of how their high gifts often went unrecorded, and unrecognised, and uncollected on the run. It is just to admire the pioneers as men and women of feeling and integrity and to dismiss them as cultural muggers. We owe them a very great debt.

Vaughan Williams, unlike Grainger, made little use of primitive and cumbersome sound recording equipment. Consequently, he often saved time by failing to note the words of a song; the music was all. He collected 810 songs, of which he noted the words and even then often only the first

verse – of but 237. Palmer here makes up the texts from broadsides. Not all his informants are identified; many others are simply names. We sometimes know what work the singers did, but rarely where or how they learned their songs, what they felt about them, what function they played in everyday life. These are matters for regret, as is his failure fully to explore the repertoire of the singers. As Roy Palmer notes in his introduction to *Folk Songs Collected by Ralph Vaughan Williams*, his collection includes "few if any of the music hall songs which would undoubtedly have been in the repertoire of many of the singers". Most collectors made efforts to elicit only certain types of song. Only Alfred Williams, in his less scientific, less discriminating *Folk Songs of the Upper Thames*, gives some idea of the true range of song from which the collectors distilled the conventional picture of English folksong which we have inherited.

This conventional picture is very well represented in Palmer's picture of 121 songs, with music: Child ballads such as "Long Lankin"; carols such as "The Bitter Witly"; sombre songs such as "Franklin's Crew"; musing ones such as "The Blacksmith"; rumbustious and bawdy ones such as "Jack Tar". Palmer's notes are detailed and helpful; the book as a whole is a delight. Though the segregation of the songs by the county in which they were collected seems arbitrary, the choice is excellent.

What would we not give, though, for a substantial clutch of songs – words and tunes – gathered from inside: recorded by one of "the folk", not collected from him? Much. And to behold, here it is: *John Clare and the Folk Tradition*, the extensive collection of songs and tunes made by the poet John Clare in and around his home village of Helpston in Northamptonshire in the early nineteenth century. Clare's father knew "above a hundred" ballads; Clare's early biographer Martin describes the young

poet learning songs from "Granny Bains, the cowherd of Helpston". Both parents contributed to the material printed here; of Granny Bains we cannot be sure, though Clare does mention her as a source of village traditions. In his very full and informative introduction Deacon quotes Clare's note in a fair copy manuscript of the songs: "I used to spend the long evenings with my father and mother and heard them by accident hear over scraps of the following old melodies which I have collected and put into their present form." Those last few words have been the source of most of George Deacon's troubles in editing the book: how much did Clare intend and what he wrote down? The problem is very much with each piece, and Deacon has expended a great deal of scholarly energy solving them.

The result is a lovingly detailed book which tells us a lot about the popular culture of Helpston, a lot about folksong, a lot about Clare. There are ballads to be sung or recited, many songs of love and loss, "imitations" by Clare himself, dance tunes (Clare was a keen fiddler; possibly augmenting his income by playing), dance instructions, a whole range of fascinating material. Where Clare mentions a song or tune but does not record it, Deacon provides a text from elsewhere, to fill out the picture. Folk song and dance is the focus of his attention; though he prints Clare's long and valuable letter on village customs to William Hone, there is much on custom and belief in Clare which he has room to consider, and much, too, on storytelling: Clare's father also, again according to Martin, had a "stock of ghost stories and fairy tales" which "was quite inexhaustible". These and other matters remain to be considered another day; for the moment, let me assure you that what George Deacon has gathered so carefully from Clare's disordered and difficult manuscripts is high grade ore.

Neil Philip

Music of the moment

The Sound of the City: The Rise of Rock and Roll. (Revised edition). By Charlie Gillett. Souvenir Press £10.95. 0 285 62567 5. £6.95. 62619 1.

First, the explosion: raw, exciting, usually cheap, a year or two of energetic and innovative achievement. Then consolidation, reaching out to a growing audience, gradually settling into a predictable pandering to the lowest common denominator before something else breaks through to fill the vacuum. This, more or less, is the pattern of change in rock music revealed in Charlie Gillett's history of the form, *The Sound of the City*. That the pattern held good in the Seventies, not covered here, may provide encouragement to anyone who feels 1983 is a very dull year in popular music.

Gillett's narrative history traces out the manifold styles which have contributed to the making of this music in the 20 years, from the early Fifties to the early Seventies, which his admirable book, now revised and re-issued, covers. He follows the threads from their origins in American regional styles through their various transformations and mergings, exhaustively chronicling innovators, influences, forms. Homage is paid to the giants, and some attempt made to redress what he sees as innovators who did not receive their due (the mysterious Esqueria, The Yardbirds, Doug Sahm). His emphasis may be challenged here and there, but no one of any consequence is missed.

Admirably clear in his identification and description of styles, he weaves a complex web of influence, who took what from whom, and when. The development of the music in its various ebbs and flows runs parallel with a detailed account of the growth of the industry. He identifies, and stresses

the importance of, the writers and session men who provided the big, independent labels who spawned most of the innovations, and the producers and studios who created the sounds, while acknowledging the considerable negative influence of record business demands.

Gillett is hooked on facts, and this book crammed with information. Others have been better on the split or social significance of the music, notably Greil Marcus in *Mystery Train*, still the best book on rock I know, but nobody matches Gillett as a chronicler of its shifts, its origins, its major figures. Mercifully free of the simple-minded adulation of performers too common in books on rock, he deals in an objective and factual way with his material while avoiding the kind of dullness which an approach on produce, and seems almost embarrassed when called upon to make even critical comment ("she... sang like a bird, an angel, or whatever analogy conveys purity and clarity," he writes of Joan Baez).

The importance of this music, in all its varied forms, should not be underestimated; beneath all the dreck and record company hype lies a core of music which has had the power to shock and to inspire. It has been its strength that this core has been able to periodically regenerate the energy and excitement on which it lives, but there Gillett cannot really help. Only the music itself can convince. Indeed, a "history" of rock almost contradicts its principal message: rock thrives only through continual renewal. It is pre-eminently music of the moment, with expendability all but part of its aesthetic. However golden the oldies, it is always what happens next that is really vital.

K G Mathieson

Life vs Works

Tennyson. The Uoquelt Heart. By Robert Bernard Martin. Faber and the Clarendon Press £5.95. 0 571 11842 9.

Here in paperback is All You Ever Wanted To Know About Tennyson (and a little bit more). Professor Martin writes biography with classic thoroughness – delving out every fact that he can find, lining them up in an orderly way, and connecting them with a narrative that is sympathetic without concealing the defects of both hero and bit-part characters, like Queen Victoria.

It is an awesome work. For Tennyson lived for 83 years and Tennysonians have been massively institutionalized (despite family efforts at one stage to burn as much as possible). At the same time though, Professor Martin's need to cross-refer backwards and forwards as he goes along leads to some tiresome repetitions, and such is the wordage expended on Life, he has not left himself much room to expand his often pertinent comments on the more important matter of Works.

The odd result is that Tennyson seems to become submerged by the facts of his own existence – the unquiet heart is turned into an unnecessarily heavy one too. For all Professor Martin's labour it seems to me that his book is less close to Tennyson, and certainly less discerning about its poetry than Christopher Ricks' volume in the "Masters of World Literature" series, which is also available in paperback (Macmillan £5.95).

Brian Alderson

China – 100 Years of Revolution. By Harrison B. Salisbury. Published by Andre Deutsch, price £25.00, and illustrated by the artist. Penguin, £10.95.

BOOKS

CHILDREN'S LITERATURE

The Hunting of the Snark by Lewis Carroll. Illustrated by Helen Oxenbury. Heinemann £5.50 434 95597 3. Edward Lear's Grombolian Poems. Illustrated by Jenny 333 35427 3. Macmillan £5.95 0 33 35427 3. The Jumbies and the Dong with a Luminous Nose. By Edward Lear. Illustrated by Edward Gorey. Methuen £2.50 0 413 53440 5.

The nonsense songs of Lear and Carroll owe much to their authors' liking for ballads. The swing of their words and the patterning of their narratives have great appeal to the ear and set them among the best of all poems for reading (if not singing) aloud.

This means that they are also poems which make great demands on their illustrators, who have to cope with the fluidity of their rhythms (they move in a way that pictures do not) as well as the absurdity of their contents. It thus comes as no surprise to find that Edward Lear, so masterly in his drawings for the limericks – provided only the sparsest illustrations for the nonsense songs, while few embellishments for Carroll's *Snark* have been

Images of nonsense

able to match the packed, surrealistic images of his chosen illustrator, Henry Holiday.

Helen Oxenbury and Edward Gorey are worthy modern contenders however, and the present reprints of their work, first published more than 10 years ago, are welcome. Oxenbury's *Snark*, as a large format picture book, runs the risk of pictorial overkill in a way that, say, Mervyn Peake in his little *Zodiac* edition did not, but her interpretation survives by virtue of its concentration on and successful visualization of the Bellman and his crew. This new edition is more lavishly printed than its predecessor, and the nonsense of the *Barrister's* dream is still accidentally augmented by the mention of an obsolete statue instead of statue.

Edward Gorey's treatment of the Lear ballads has always seemed to me to be quite remarkable – an almost complete identification with the spirit of Lear's originals – and my delight in these sober, sensitive pen-drawings is all the greater now that I have been made to look at Jenny Thorne's frightful album of Grombolian paintings. Miss Thorne is clearly eager to please. She provides a Foreword to her picture

book explaining in slightly fanciful terms that she thought it would be nice to make a book out of those of Lear's ballads that include references to strange creatures and places, especially since some of these are loosely interconnected.

But she has firstly not recognized the danger of trying to formalize these often aerial references (her endpaper map of the Great Grombolian Plain is embarrassingly silly), and, secondly, she has not given priority to their imaginative use by the poet. This is apparent in the unsatisfactory arrangement of the seven selected poems, in the thirteen large, static, heavily-coloured paintings with which she adorns them, and in her feeble, and ultimately tiresome, attempts to imitate Lear's gift for devising botanical puns like "smalltoothcombdoma domestica". No point in the pattern and rhythm of these wonderful ballads, or the hidden paths of their content. Indeed, through its size and perpetual over-elaboration, the book works against the subtlety of the poems that it professes to illustrate.

Brian Alderson

Present tense

Timely Voices: English Teaching in the Eighties. Edited by Roslyn Arnold. Oxford University Press £3.50. 0 19 554363 7.

Five or six years ago you recognized thinking English teachers by the well-thumbed copies of Bullock prominently displayed somewhere about their persons. Nowadays they are all totting books like *Timely Voices*.

Subtitled "English Teaching in the Eighties" (and far more portable than Bullock), it is a collection of 13 essays on most of the key issues affecting the English curriculum today. Merely identifying these is useful in itself, for, as editor Roslyn Arnold points out in her introduction, yesterday's debates on classroom methodology have already been overtaken by the more fundamental problems posed by increasing public accountability ("Why can't they spell?") and multicultural issues. Thus, although the book does include papers outlining current research in such traditional areas as the development of children's writing abilities, it also has a lot to say about the more contentious social and political aspects of English teaching. James Britton, Douglas and Dorothy Barnes and John Dixon are among the better-known contributors.

The focus shifts intentionally from



Shakespeare's Birds (Kestrel £9.95) is by a birdwatcher who is also head of a comprehensive school English department, Peter Goodfellow. There are numerous attractive illustrations of individual birds, as well as general scenes, by Peter Hayman, to complement the Shakespearean references and the many insights into Elizabethan social life.

case studies of individual children and teachers to overviews of English teaching practice in this country as well as in the United States, Canada and Australia. Principally the latter since the book, like its editor and half its contributors originated in Australia. Not that this matters; most of the antipodean material is concerned with the more philosophical aspects of the

subject and of as great a relevance here as there. Certainly the *angst* of these Australian teachers described in Margaret Gill's essay will be familiar to many of their colleagues in this country. A teacher is a teacher is an English teacher, after all. We've known that since Bullock.

Hugh David

deeper of psychological insight and the close analysis of feeling which are found beneath the comic surface.

It is not that the authors of these studies do not know about the very fashionable French critics now write. Elizabeth Fallaize uses Gérard Genette's favourite term of "analepse" – it means a flashback – while Professor Barnwell establishes a very useful parallel between the jargon of Mollière's doctors and the so-called "experts" of today – "scientists of all kinds, psychologists, sociologists, economists, politicians of all hues, literary and art critics, structuralists, semioticians, all 'pleasingly presenting the most dubious and endless theories in cliché and jargon-ridden language'".

Another acid test to which you can submit a critical work is whether it makes you look more favourably at a text you did not previously like very much. Graham Rodmell's book on Marivaux passes this test with flying colours, and all four volumes will be invaluable if you find yourself in the mundane if improbable situation of having to teach at short notice a text which you have not had time to study again very recently.

At the same time, she does not waste time in the kind of fruitless speculation over minor details which makes still so much scholarly writing in France so boring. Although I assume that these critical guides are written independently and without consultation among the authors, she would almost certainly agree with the spirit of Professor Broome's remarks that although none of his plays is autobiographical "it is reasonable to ascribe in a play to the head and to revive the view that

Atome to zodiague

Larousse English-French, French-English Dictionary. Hamlyn £3.99. 0 600 38863 8. Collins-Robert School French-English, English-French Dictionary. Collins £4.95. 0 00 43450 7. The Oxford-Duden Pictorial French-English Dictionary. OUP £15.00. 0 19 864153 2.

Bilingual dictionaries are the most obvious field for the collaborative deals worked out by publishers at Frankfurt and other international gatherings: a lot of effort goes into compiling them and there seems, in principle, no reason why they should be restricted to just one half of their potential market. But a translating dictionary is rather more than a simple key which can open the lock from either side, and particularly when the user is still in the early stages of learning a language, the dictionary is an instrument which may prove unhelpful, or worse, if it is not designed with an imaginative consideration of the student's needs.

Unfortunately, the Hamlyn-Larousse French dictionary illustrates most of the pitfalls. With only 1,600 entries and plentiful colour illustrations, it is intended for pupils in the first years of language study; but the pupils for whom it was intended were French. The illustrations (the Royal Academy bus stop, the village church), show typically English scenes, there is a list of English irregular verbs and, worst of all, some of the examples are likely to be thoroughly confusing to an English user. So, under "brilliant" (*brilliant*), we are given the sentence "ses yeux brillant de joie" (not illustrating the headword), the example for *roue* ("les brochettes n'ont qu'une roue") needlessly adopts the misleading *ne... que*

construction, "exercice" is given as *exercice* but translated in one of the examples as *copie* (not otherwise shown), and so on. In all, the grasp of French structures assumed by the examples is well beyond that of an English learner requiring a vocabulary of only 1,600 words.

The Collins-Robert is a much more workmanlike dictionary, with 60,000 entries, and is a collaboration, not an adaptation, which lives up to its editors' claim to have kept in mind the needs of both French and English users. Less able pupils may find it dull and it does not include as headwords irregular forms like *buvaux* which are such a positive feature of the smaller *Collins Pocket French Dictionary*. The latter would still be my choice for this level, though the Collins-Robert has a helpful list for exam candidates of phrases for telephoning, letter-writing and other activities.

The Duden is a different animal altogether. I suppose one should describe it as a vocabulary list, though it bears the same relation to what you might imagine by that term as the Royal Philharmonic to a tin whistle. It covers everything from *atome* to *zodiague*, taking in plenty of technical and other terms that would not have been known in either language. This is why the illustrations are more than half the point: not only does the Duden tell you that the tailstock on an engraving machine is called *la contre-poupée*, it shows you where it is and what it looks like. Perhaps it is meant for technical translators, perhaps for the reference library. I don't know. The fascination of just browsing through it will not wear off for some time yet and only when for it it does will I start to question what use the thing might be.

Paul Caron

Happy endings

Compact English Classics. Abridged by S E Paces. The Adventures of Don Quixote. 0 7062 4185 1. Swiss Family Robinson 4169X. King Solomon's Mines 4176 2. Kidnapped 4174 6. Jane Eyre 4182 7. Pride and Prejudice 4180 0. Ward Lock Educational 75p each.

The titles marked schools edition have exercises at the end – fair enough for those who like the methodical work, but the risk of spontaneous reading interest, perhaps the main object, being damped down should not be forgotten.

Rachel Blake

TODAY'S WORLD A PRIZE-WINNER

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lingo

A Dictionary of Euphemisms. By Judith S Neaman and Carole G Silver. Hamish: Hamilton £8.95. 0 241 11005 X.

Nothing sounds more daft than outdated or misused slang. The spoken language changes too rapidly for the semi-scholarly approach Neaman and Silver bring to use (poorly defined) branch of it; many of their examples aren't euphemisms at all, but simple slang.

We are, indeed, divided by a common language. The authors, both American college teachers, have spent too long sitting on their fannies in the college library, assuming that we all talk like Reggie Porlin or Basil Fawlty. Understandably biased towards Americans rather than British evasions of all those "Tricky Areas" – Death, Parts of the Body, Menstruation, Sex, Excrement and Politics – they can be hilariously misinformed about both. Do they really believe that Brit soldiers "currently" talk about "tummy bugs"? (The Household Cavalry perhaps.) Or this: "But Bricksbush say they GET THEIR KNICKERS (snickers) IN A TWIST (become sexually aroused or achieve intercourse) in such LEGOVER SITUATIONS". "Achieve" is wonderful.

If you can take the po-faced commentary and the obvious mistakes, the Dictionary is entertaining enough, for reading in the Euphemism perhaps. After all, it's refreshing to see authors acknowledging not the South Utah Seminar in Comparative Psycholinguistics but *The Fall and Rise of Reginald Perrin* and *Family Ties*. And with all the hanging about on street corners and park benches, one can't choose items. Though not too many euphemisms, which may be part of the problem.

Brian Morton



This unlikely trio – from the left, a gentleman of 1659 playing the viol, the famous tenor Caruso, and a burly gurdy from a fourteenth century painter – are to be found in Andre Rivin's *Guide to Music* (Macmillan £10.95). "Interesting but not complicated, informative but not professorial, easy to comprehend but not infantile", the book provides an excellent general guide to musical instruments and an appreciation, and a brief history of their development, though the omission of an index rather limits its use as a reference book.

Imitation games

1984 Good Toy Guide. By Piny Malters. From Play Matters. The Toy Libraries Association. Sealbrook House, Wylyott Manor, Darke Lane, Poiter, Bar. Herts EN6 2HL. £3.95 plus 80p p&p. 045 71 439.

The latest edition of the Good Toy Guide lists over 800 toys, 200 of them new this year. With no money offer, it is not surprising that Play Matters have slightly fallen prey to the claims of advertising in believing that novelty is best. The Grass Gobbler, for instance, a plastic push-along imitation grasshopper for £2.50, enables a child to watch plastic green blades

ing in a clear dome, seems to have only one thing to recommend it, but the editors list it as "highly recommended". Most video games, too, have little to recommend them from an educational point of view, though I suppose they have to be examined. And when it comes to the imitation plastic sink and washing-up kit, complete with recycling water in a reservoir, I surely must be time to wonder why children must be so rigorously confined to imitations.

Still, the weary parent or play-group leader should find useful suggestions here, from the new building-block feeding rattle to colourful new Russian and imaginative board games. The complete list has not been printed

list such "toys" as ordinary buckets and pails etc from hardware shops, funnels from the kitchen, old shampoo bottles in the bath. A useful chart of competence for age and suitability of a playingthing complements a chatty introduction, and proper stress throughout is laid on the need for parental involvement and stimulus for children to succeed in getting the most from their toys. Still, I do wonder when it comes to "beautifully made individual trees and people to create a fairy tale forest, three inches high" whether £26 might not be better spent. And the children might manage a better forest for themselves with old cotton reels and twine. The book is available at £10.95 from Victoria Newmarket.

Brian Alderson

RESOURCES/SOFTWARE

bits

Egyptian finds

EDWORD
Attracting considerable interest at Computer Fair last month was EDWORD (Educational Word Processor System) which has been developed by Chwyd Technics Ltd, a Flint-based company. The program, which was funded by the Microelectronics Education Programme (MEP), is the first word-processing system designed especially for secondary school use, and has been awarded with some anticipation. It will be reviewed soon on these pages.



EARLY LEARNING

Other programs in the Longman's Early Learning Software series (see Jacquetta Megarry's review on these pages) are "Lunar Letters", "Robot Runner", "Sum Scruncher" and "Wild Words". "Lunar Letters" is a letter-learning game for four to six-year-olds; "Robot Runner" gives practice in multiplication tables for children of six and over; "Sum Scruncher" provides all-round practice in mathematics and "Wild Words" is a spelling game for the same age group. All the programs are available for the Sinclair Spectrum and BBC Micro B, priced £7.95 from Longman Software.

SIMULATION
Apart from Saqqara, which is reviewed above, a number of primary school simulations are due out from Ginn in the next few weeks.

These include "Treasure Island", in which pupils as the crew of the Hispaniola must devise a strategy to collect treasure and sail to safety while other children as pirates must plan a systematic search to capture their ship. Also available soon is "Round the World", in which small groups go on a worldwide journey using various forms of transport. The children need to use atlases and simplified timetables, and to calculate periods of time on the 24-hour clock.

In January, Ginn plan to bring out "Riding School", a small-scale business simulation in which the children manage a riding school.

PUNCTUATION
Six new spelling and punctuation programs developed by Blackboard Software are being distributed by Sinclair Research.

Each program has a demonstration section followed by a game. In "Early Punctuation", "Speech Marks" and "The Apostrophe", animated men and animals drop correct punctuation into place at the user's suggestion.

In "Capital Letters" children are asked to identify words which should have capital letters. If they succeed, they are rewarded by apples growing on trees. "Castle Speller" is a spelling game with ten levels of vocabulary and "Alphabet Game" aims to help children learn the alphabet while getting to know the computer keyboard.

Software available from Sinclair Research, Public Relations Department, 23 Motcomb Street, London SW1X 8LB.

EDUCATIONAL PROGRAMS FOR BBC B & ELECTRON
FOR USE BY TEACHERS WITH CLASS OR BY INDIVIDUAL STUDENTS
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Teach & Test with colour diagrams, explanations etc.
Cassette £3.95, Disc £5.95
Catalogue & orders: CORONA SOFTWARE, 72 High Road, South Woodford, London E18 2SP

Expedition to Saqqara
Available on disc for the BBC Micro model B, and on cassette for the BBC Micro model B, Apple II, Commodore PET (32K), Sinclair Spectrum (48K). All priced £32.50 + VAT. A version for RML 480Z will be available in the spring. Published by Ginn.

Expedition to Saqqara is a simulated archaeological dig in the royal cemetery of Memphis, capital of Old Kingdom Egypt. The cemetery, eight kilometres long and five to 1500 metres wide, is at the centre of a necropolis, extending for roughly 50 kilometres, which is still being professionally investigated. The authors, Ian Whittington and Barry Holmes, had access to this work through Professor Harry Smith, Edwards Professor of Egyptology at University College, London.

Professor Smith was impressed by Ian Whittington's aim of inducing the same kinds of thinking in ten-year-olds that he himself looked for in university students. He suggested the site, recommended possible clues and evidence, and provided contacts.

As Professor Smith spends most of his time in Saqqara he could not contribute to the actual construction of the program. However, his initial involvement ensured that it would be based on the best available expertise and on evidence which would be as authentic as possible.



Card for Hesy-re, 'scribe and acquaintance of the King'

Countabout, a.b.c. ... LIN-off and Hot Dot Spotter. Three early learning cassettes for Sinclair Spectrum and BBC Micro B, £7.95 each. Longman Software, Pinnacles, Harlow, Essex (tel 0279-29653).

Longman's press pack gives five sensible criteria for early learning software; one is that "programs should be capable of use by children of a wide ability and age range". Although this is an admirable aim, unfortunately their first release does not really achieve it.

When cassettes cost £8, parents have a right to expect their children to wait to use the program many times over a period of months if not years. When cassettes are labelled "for children aged four to eight, there should be enough elasticity so that any average child in this bracket can use the program at some level.

This all argues for packing "depth", providing any difficulty level, permitting multiple variation of content and flexibility in presentation.

Countabout provides a colourful and animated scenario for number work. The child has to count a number of objects on the screen and add or subtract them to complete a sum. Although limited to the numbers 1 to 9, there is a choice of addition, only subtraction, or a mixture. The reward is pleasing though irrelevant: Micro-chimp climbs the tree by stages after each correct sum, and eventually munches the bananas.

Countabout's age appeal could easily have been extended downward by adding an introductory stage where the child simply counted the objects and pressed the right key before having to grapple with addition and subtraction. Similarly, it could have extended upward with the option of harder sums

John Bald uncovers a new simulation based on an archaeological dig at Saqqara

From the outset the program requires children to think, to make decisions, and to share in the frustrations of archaeology as well as in its excitement. Working in teams to a suggested budget of £2,000, they must first obtain permission to dig and then begin surface surveys of their area at \$60 per section. These may reveal clues such as wet sand or broken pottery. The children have then to decide which of a number of possible sites to investigate. Should they forget to record the co-ordinates of a section which they have surveyed, it costs a further \$60 to retrieve the information.

The group must hire an appropriate number of workers to excavate their site - they cannot hire more once a day's work has begun - and proceed to dig using grids indicating surface area and depth displayed by the computer.

They may encounter further clues, such as a shaft or a layer of bricks, or they may not. They must then decide whether to dig further or to try another site. There are many dead ends.

Apart from the location in the site of the undiscovered tomb of the architect Imhotep, all of the evidence supplied to the children is authentic and in the same position in Saqqara itself. This is a brilliant touch, and perhaps the key to the success of the entire program. In their minds, the children are just as much in Saqqara as Professor Smith.

Investigation of their finds leads children to discover the civilization of ancient Egypt for themselves, using the same evidence as the original scholars, but profiting from their work. Finds are indicated on the screen, but supplied on cards containing translated inscriptions and drawings.

As the books with which they are normally provided do not deal with such evidence, children are forced to resort to real reference books in order to make sense of it. Ann McDevitt, who tested an earlier version of *Saqqara* with a fourth-year junior class in Essex, found herself chasing reference books from the other side of the county to keep up with the children's unprecedented demands for information.

The booklet supplied with the program is rather patchy.

Ann McDevitt found a further bonus in the quality of her class's writing. The children had not previously shown enthusiasm for written work but, once they had begun to think about their finds and the society to which they led, they were hooked. They began to investigate the meaning of hieroglyphs, to decode them and to write simple messages themselves. They wrote in detail about topics ranging from Egyptian arithmetic - including fractions - to unresolved questions surrounding the Apis bull burials and other animal cults. They made decorative bindings for their work and took pride in its presentation. Many considered it the best they had ever done.

There are three underlying factors in the program's success. The first is that the project fits the limitations of the computer, as the site itself is in effect a self-contained database. Next, *Saqqara* is so rich in evidence and enigma that pupils have a great deal to think about - far more, for example, than in the sister program on the Mary Rose. Finally, the authors have exemplified Jerome Bruner's idea of "courtroom translation" of adult knowledge into a form which can be understood and assimilated by the developing mind of the child. The outcome is a superb piece of work and an important development in the use of microcomputers in the humanities.

The crew is marooned on the planet Persephone. In order to return to the safety of their orbiting mother ship they must retrieve items of equipment which have been stolen by the thieving Kieptotes. The program provides a scan of Persephone showing possible places of concealment, and the crew has to find a safe route to collect equipment and return to base without running out of fuel.

Each new destination has a danger which must be overcome, and every time a flight fails, the crew has to start again from home base. Here I expected to find frustration, but not so, for in *Spacer* you do not merely crash, you fly blindly to disaster through dense purple fog, or, flying too close to a forest, fatally suck into your exhaust. Crews were squealing with pleasure as each new method of destruction was revealed.

It was essential for children to keep a detailed log of their flights, use co-ordinates correctly, apply their knowledge of fuel consumption to routes of varying distance and discuss alternative strategies which could immediately be put into operation.

Granny's Garden, by the same company, is less successful. Graphics and sound are of a high standard, but the development of difficulty is haphazard. Children enter a cave in granny's garden and embark on an adventurous rescue of six other children; with each rescue they are given a password which allows them to go on to the next.

The language is at the right level, but only two of the four passwords awarded suitable for the recommended age group of "average seven-year-olds".

The last two sections were over-complex and lacked any kind of reward or encouragement. All the children who ran the program started with great enthusiasm, then lost interest. A group of above average 10-year-olds did solve the problems, but through tenacious refusal to be beaten rather than intellectual stimulation.

The booklets with the two programs are good, giving lots of suggestions for development work and involving children to write to the authors.

Prize, an adventure game by Chalksoft/Ward Lock, may have the potential to be as good as *Spacer*, but there is a major bug in the second section which must be ironed out first. Otherwise the Chalksoft/Ward Lock offerings do not inspire; they resemble chalk and talk on tape.

Note Invaders was the best - simple and straightforward, but of very limited value. It is designed to reinforce children's knowledge of notes on the musical staff. Children are introduced to the position of notes on the bass and treble clefs, then play a game shooting notes and scoring points. As a non-musician I found it clear and enjoyable, and children responded to the invaders format.

Punchman is an excellent game, but on the whole, the program is a disappointment. Jacquetta Megarry

Adventure

Spacer
Granny's Garden
Cassettes £10 each, discs £12 each, available for BBC Micro 4Mat Educational Software, London Lea, Rock Park, Barnstable, Devon EX32 9AQ (tel 0271-45565).
Pirate
Note Invaders
Punchman
Cassettes £9.20 each, available for BBC Micro and Spectrum 48K
Chalksoft Ltd, 37 Willowdale Road, Worcester WR3 7QP (tel 0905-55192).

Spacer is a delightful program for older juniors, produced by 4Mat. It is a problem-solving exercise which increases in difficulty as the children grasp the techniques required. I split the class into crews of four children, as suggested, and was immediately impressed with the amount of sustained discussion the program inspired.

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Approximation, Estimation, and Standard Form
Cassette for BBC Model B, £14.38
All three Five Ways programs are available from Heinemann Computers in Education Ltd, 22 Bedford Square, London WC1B 3HH (tel 01-637 3311).

I liked the fact that this program loaded every time with my BBC Micro and cassette recorder. For those who still have to suffer tape, this is a bonus in itself.

The program provides almost endless practice on approximation, estimation and the use of standard form. It does not aim to teach any of them, nor does it provide useful remedial help for users who answer wrongly. Helpful notes for teachers are given on how to actually use the program in a busy classroom though no particular age range is suggested. However, it offers such a wide range of "levels of difficulty" that any student from 10 to 18 might find it useful.

Actually running and using the program is quite enjoyable if you like playing with numbers. The screen presentation is excellent, aided by good use of boxes and colour which is even aesthetically pleasing.

One thing which annoyed me was the response of "OK" when I got the right answer. When you struggle with a piece of mental arithmetic for about 30 seconds, then carefully type in an answer like 2.023, you do expect a "Correct, well done" would suffice. This is a personal, subjective response but evaluating software is partly a subjective activity.

More importantly, I found it quite an effort initially to reach the right type of question with the right level of difficulty. This seemed almost as complex as the mathematics itself.

There are more fundamental criticisms of this type of program, which should be mentioned briefly. Drill and practice in mathematics is still a novelty on a microcomputer. I wonder how long it will be before it becomes as boring and tedious to some pupils as it is with other media such as chalk and talk or pencil and paper? As yet there is no evidence to suggest that these programs help to improve the mathematical performance of a pupil, especially the less able.

At the other extreme, to the highly able pupil this must seem a very unimaginative use of an expensive microcomputer. To learn properly the processes of approximation, estimation and conversion to standard form, such pupils could be given the task of programming the machine to do it for them. They might then ask themselves the question: why learn to estimate the product of 3.52 and 1.51 on a machine which can do the job for you far more efficiently, and tirelessly? A subjective question perhaps, but some pupils will surely ask it.

J J Wellington

Jazz Number Balance, Missing Signs
Cassette or disc for the BBC Micro
Prices including VAT: cassette £11.90, disc £15.35 each
Acornsoft Limited, 4a Market Hill, Cambridge.

These three mathematics program packs are designed for use with individual pupils. With them, your BBC Micro becomes an electronic tutor, setting problems and checking how successfully they have been solved.

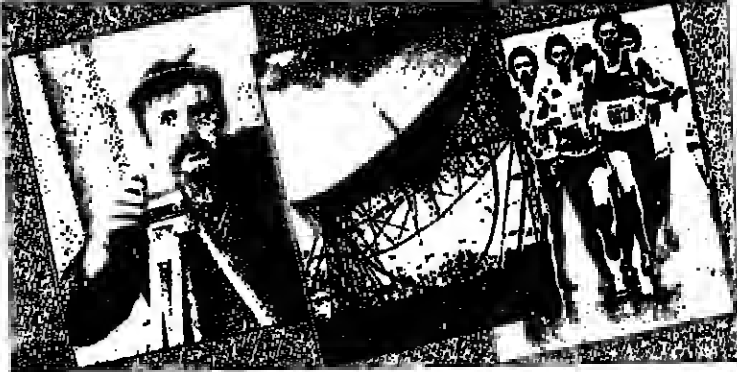
Missing Signs is the most simple and straightforward. Indeed it is rather old-fashioned in presentation and content, though it does contain useful features. Its aim is to give individual pupils arithmetic practice, and it is organized so that pupils go in turn.

When the program is loaded the teacher is given the opportunity to decide on the level of difficulty of the work to be done. Pupils will be given problems to the form "374 = 9" and they have to fill in the missing sign.

Through a series of well-written prompts the teacher can choose layout, size of numbers to be presented, mathematical operations to be included and time limit for each pupil.

When the teacher has set it up, the pupils come and work through the questions. Two chances are allowed to get the right answer and a rather imaginative tick or cross is displayed accordingly. After time is up, the next person can have a turn. At any time the teacher (or pupil for that matter) can ask the computer for a list of results. Names and marks are then displayed on the screen.

John Rillington



Parameters

Three Five Ways programs for secondary schools

Transverse Waves 11
Disc for RML 380Z, £15.00 plus VAT
Five Ways Software.

One advantage of a microcomputer is that events which happen quickly can be slowed down to make them clearer. This program gives an animated display in slow motion of an idealized situation which is programmed into the computer on loading the disc. It is very much like a cartoon film but many of the parameters, such as amplitude and frequency, can be controlled by the user, and it is cheaper than a film.

This particular program is available only on the RML 380Z at the moment. You need at least 32K RAM, a single density disc drive (single or double-sided for 5 1/4 inch discs), a COS 3.4 or later version and a high resolution graphics board fitted into your machine. The display is best in colour but I used a monochrome monitor and found the resulting shades of grey to be acceptable.

Having loaded the program, clear instructions for which are given in the booklet accompanying the disc, the basic display appears on the screen. This is a transverse wave composed of a series of particles (dots).

These did not stand out very clearly in the level of illumination in a well-lit laboratory. A second wave and the sum of the two waves can be displayed one under the other, and they can be animated or frozen by pressing the space bar on the keyboard. They can also be shifted up and down so as to appear superimposed, and a horizontal axis can be drawn.

A table to the right of the screen lists the values of amplitude, frequency, velocity and phase difference for the waves. These values can be changed within certain limits and the effects of the changes explored, which enables one to show, for example, how beats are formed and how a square wave can be built up by adding together the odd

harmonics of a fundamental sine wave.

An incident wave and a reflected wave can be displayed and a standing wave formed by adding them together. A phase change of 180° is shown to occur with reflection at a rare/dense boundary, and no phase change at a dense/rare boundary.

I found several confusions and errors. Having got into the reflection mode, I wanted to return to the starting display to check on something and found that I had not been told how to do it. I switched off and on and re-loaded the program (very quickly with disc) and then found on the following page that pressing CTRL B would do it for me.

After adding waves several times to increase their amplitude, and then subtracting them to arrive back at the start, I found that one of the points defining the wave was out of line.

It is possible to reduce the width of the "window" through which one observes the waves. This is a useful feature since it enables a small portion of the wave to be concentrated on. The booklet says the width can be reduced until only one particle on the extreme left remains, but I could never get less than seven.

Finally, the instructions given for demonstrating interference suggest that pressing the T twice is necessary in order to display the parameter tables for both wave X and wave Y. I found only one press was sufficient. These are small problems which should be removed in a second edition. They do not really affect the usefulness of the program.

One final point. It is good policy to make copies of programs and to use the copy on a regular basis in case an accident wipes the disc clean, contaminates it or does physical harm. These discs are copy-protected. I don't know if this means they can't be copied or whether any attempt to copy will ruin it. I have not tried in case it is the latter!

Bob Fairbrother

Problem solving

Mathematics programs for primary schools

You might say that this work can just as easily be done from a book. You are right. But the program has the advantage of giving instant feedback to the pupil after each question and it provides a useful service in marking and producing a list of marks on the screen.

The pack contains three programs of the same type. *Signs* uses +, -, x, /, > and < symbols with either addition and subtraction or multiplication and division.

Number Balance is very similar and a bit more fun. Whereas the previous program is for the 7-11 age range this one could be used for infants, provided one selected simple sums when given the choice at the start of the program.

The pack contains two similar programs, one for addition and subtraction, the other for multiplication and division. Again the teacher can select the type of sums and ask for a list of marks at any time.

The screen shows a drawing of a pair of scales. In one pan might be "6 + 7" and in the other "10". The pupil has to type the correct answer to balance the scales, or the answer to the question. This is the same advantages and disadvantages as all drill programs. I like the way the balance provides a working image for the notion of

"equality" between expressions. And of course the moving balance is better motivation than plain sums.

Jars is a quite different type of program. It shows the pupil a picture of two jars and states their capacity. For example one might be 8 litres and the other 6. A problem is posed such as "Put 2 litres into jar A". There is a list of processes which can be carried out such as "Fill jar A" and "Tip the contents of jar A into jar B". The goal is to find a correct sequence.

The pupil is helped in thinking it out by the fact that the jars on the screen simulate the actions. You see them filling up and emptying. It's less easy than real liquid. Psychologists might argue as to whether the activity is "iconic" or "representative" mode. The program uses a teacher, but also as a "tool" for the pupil.

It offers a range of services however. You can choose to practise estimating fractions, using the jars. You can call up a set of notes for the teacher to read. It is mainly written for interaction with a single pupil but it can be a focus for a small group of children.

This program offers a good opportunity for developing problem-solving strategies and was greatly enjoyed by the children I observed.

Andrew Rothery

Physiological Simulation
BBC (cassette or disc) £12.50
Apple (disc) £12.50
RML 380Z (disc) £12.50
Five Ways Software.

This program was reviewed in the cassette form for the BBC microcomputer. Loading was not helped by instructions to insert the cassette with label uppermost, there being a label on both sides. The program simulates the physiological changes: oxygen debt, respiration and temperature, of a human being involved in various activities. The controlled personal details of the human include sex, age, mass, vital capacity and blood volume. A range of 11 activities from sleeping and sitting to rock climbing and running can be selected. During the simulation the breath volume, rates of breathing and of sweating can be altered.

The program then presents the view with five separate graphs of different variables: oxygen debt, oxygen supply, sugar used, body temperature and water loss. The subject is exposed to the test for a simulated 50 minutes of activity, taking about one minute of real time. At any point during this period the graphs and activity can be frozen to allow discussion - and the user can then decide to continue, or

jump to alternative screens to alter parameters. Once on subject simulation has been mastered a second subject can be created with different characteristics and the performances compared.

The program has potential for use with fourth to sixth form pupils with equal effectiveness for class demonstration or group use. However, they must be first familiar with certain basic concepts such as vital capacity of the lungs, oxygen debt and so on. The program itself is relatively easy to follow and gives exciting results - it is easy to kill off, or at least render comatose the subject. Most students found it a compulsive challenge.

However, it is important to relate the simulation clearly to the real world and for the teacher to be able to translate results into terms within the understanding of the pupils. It is in this area that the package is not satisfactory. Teaching notes are inadequate.

Thus for example the concept of negative oxygen debt is introduced but no explanation is given. There is no information on the model used and no follow-up references are provided. A more effective outline of the basic biological background would enable the user to blend theory, simulation and first-hand experience more usefully together.

Chris Atkinson

THE BBC MICRO USER SHOW

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RESOURCES

notes

WAVELENGTH
The BBC's Radio 4 "Wavelength" programme took its second look at the Youth Training Scheme on 10 November. An up-date on their original investigation of last June, the programme looked at how teenagers were getting on in the scheme.
Cassettes are now available, priced £4, from BBC Emergency Cassette Service, Centre for Educational Technology, County Civic Centre, Mold, Clwyd CH1.

HOUSING PROBLEMS
Northern Ireland has initiated a new project to teach young school leavers about the problems of housing.
"Somewhere to Live" is a teaching kit to take 15 to 16-year-olds through the various steps needed to find a home. The kit (price £20) includes a Teacher Pack; a wide range of pupil materials; a film strip on the History of Housing; a board game; a Housing Trail; five computer programs.

Originally conceived for pupils in Northern Ireland, the pack can be adapted to encourage pupils to go out and study housing in their own areas.
Teachers wishing more information may be able to view the pack at their local housing departments. Otherwise, further information can be obtained from J. Vellely, NICOED Information Office, Stranmillis College, Stranmillis Road, Belfast BT9 5DY (tel 0232-666212).

SCIENCE WEEK
Science Week 83 proved that science can be fun. Last week more than 10,000 adults and children attended a series of lectures and exhibitions on every aspect of science, from Louis Pasteur's discovery of the Anthrax vaccine to the science of ballet heels.
Science Week is held every two years. This year's was organized at University College, Cardiff, as part of the college's centenary celebrations.

PAPERMAKERS
Twenty children donned dustbin liners and Wellington boots for a Crafts Council workshop on 21 November.
Making paper is a messy business, but that was what pupils from Sidcup School Kent, were expected to do when they went to see "Paper as Image", an Arts Council exhibition.

The workshop was just one of a series being organized alongside the exhibition which will run until 24 December at the Crafts Council Gallery, 12 Waterloo Place, Lower Regent Street, London SW1Y 4AU (tel 01-930-4811).



Open doors

Freeing the mind from the crippled body—
Mary Hope on an exhibition of microtechnology in special education

There can be no doubt that last month's MEP presentation in Bristol of Microtechnology in Special Education achieved its main aim of showing how the new technology can be used to benefit children with special educational needs. It also succeeded in attracting 500 "i.e.a. resource controllers".
But it could depend on your personal perspective whether the highlight of the day was Princess Anne's opening of it or Sir Keith Joseph's announcement of an additional £150,000 for the DES funded Microelectronics Education Programme this year and next.
Or it might have been the sight of some very brave and determined youngsters using the new technology to overcome their handicaps. The presentation showed the work of over 45 schools using microelectronics to help children with physical, visual and hearing handicaps as well as those with learning difficulties.
It is clearly in overcoming communication problems that microelectronics can most dramatically change the life and educational opportunities of children.
Henry, from the ILBA Resource Centre, is a young adult who uses a wheelchair and has almost no motor control. He is unable to speak or point and conventional means of communication are impossible. He has some slight control of his right foot. Without the aid of technology he has no way of communicating his wishes, thoughts and desires to the world, and is effectively isolated.
By using Mac-Apple, developed by Patrick Poon at Kings College, Lon-

pending on technology to overcome communication problems is the lack of assured and continuing sources of funding. Andrew expressed a wish for a visual display, but Fraser Duncan's funding from the Department of Trade and Industry is almost at an end; Patrick Poon's Mac-Apple was produced by one-off funding from the Nuffield Foundation and the Science and Engineering Research Council.
There is also difficulty in buying the equipment for the children. If the school buys it, it is school property and there is, therefore, no automatic right for the child to take it home or keep it when he or she leaves school. There are as yet very few indications that the health service will foot the bill for microelectronic aids for communication.

With all these problems there is a fair amount of buck passing because they fall somewhere between the Education, Health and Social Services Departments. The MEP presentation, however, concentrated on the potential, and for one day at least, put the practical problems on one side.
One area where the special schools and Sir Keith Joseph seem to be in harmony is in their excitement at the possibilities of using LOGO, Turtle and Big-Trak to help children with learning difficulties. The Bristol presentation showed their use in a number of different types of schools.
Crownbridge ESN(S) school in Gwent uses them to develop problem solving skills; Glevum school in Avon has children with special educational needs being helped in a wide variety of ways including learning to work together, developing estimation and spatial skills; Shawfield School in Stockport uses them to extend a variety of perception, spatial, cognitive and social skills in children with moderate learning and behaviour problems, and Ormerod School, Oxford, uses the Turtle and Logo to help physically handicapped pupils.

In contrast, or complementary to this Logo approach, the presentation showed a number of schools which were using the micro mainly to help consolidate basic skills. Some of these had incorporated peripherals. Thorpe St William Primary School, for example, uses the concept keyboard to help very young hearing impaired children to develop their language structure, while synthetic speech and the concept keyboard are used by High View School in Essex to teach money skills.
Whatever your view of the role of the micro in special education, it was possible to find it demonstrated. Geoffrey Hubbard, Director of the Council for Educational Technology, recalled how less than five years ago, when CET was first involved in micros in special education, a nationwide survey revealed only four schools with any work of relevance that could be presented to other teachers. One would be extremely sceptical not to regard the MEP presentation as a sign of progress.

Steven, a pupil from Brays School, also uses a wheelchair and has very little motor control. His limited speech is difficult to understand for those who do not know him. Steven finds the most effective way of communicating is to build up a message by pressing the keys of a computer keyboard with his nose. A bright boy with a CSE in computer studies, he is going on to take his O-level this year and was able to show us some of the programs he had written.
One hesitates to imagine the future of these children if the technology was not available. Both Henry and Steven use off-the-shelf micros which have the advantages of cheapness and ease of availability. They do, however, have the disadvantage of being dependent on mains electricity, and they are bulky and heavy.

One of the biggest practical problems for the user is that we have not solved the problem of portability. One success story, though, has been some personal and portable synthetic speech devices developed by Fraser Duncan from Bristol University. At the presentation Andrew, who has no speech and uses a bead pointer for communication, used one of the speech devices to remind us dramatically how important the power of speech is.
Another very real problem of de-

Mary Hope is National Coordinator for Special Education for MEP.

Work out

Working in
Thirty-six booklets, 95p each
Improve Your Learning, £1.45
Available from the Careers and Occupational Information Centre, Manpower Services Commission, Moorfoot, Sheffield.

Teachers and careers officers of ten years ago would be surprised at the range of materials published today by the Manpower Services Commission. These include magazines, packs, videos, information about sponsorships, wallcharts, and catalogues.
Most careers officers and career and guidance teachers would agree that there is a greater need than ever to improve the quality of information about routes that lead to employment and training. There are now 36 *Working In* booklets. Each describes the range of jobs and working conditions in particular industries or fields of work, and case studies help the reader to identify with information.

While these booklets are readable, the approach is too superficial for students wanting to develop their initial career ideas further, and more could have been done to identify the competencies needed to secure jobs and progress in the various occupations. The layout is cramped and the presentation poor. At 95p each they will be bought by Schools and Career Service libraries but their style does little to break the dull image associated with traditional careers work. The need for detailed quality information is as great as ever.

YOU CAN TRY SPELLINGS TO FIND OUT IF YOU REMEMBER BEST BY SIGHT, SOUND OR FEEL



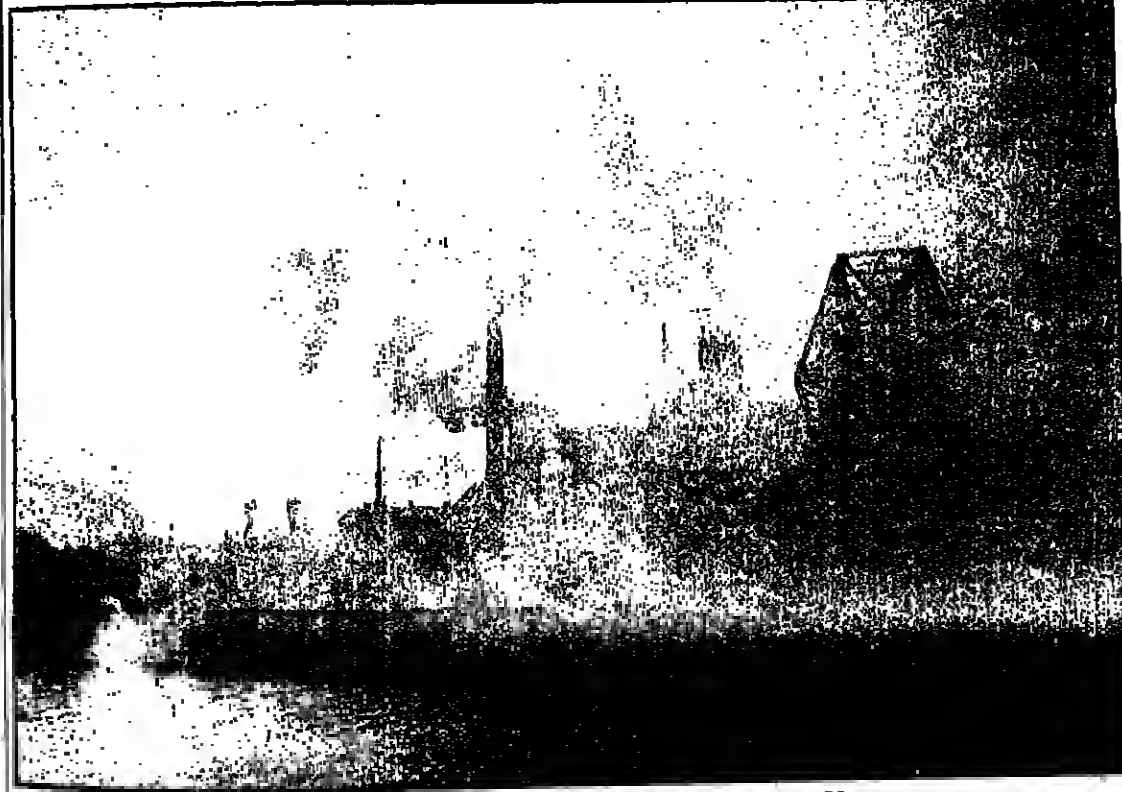
Improve Your Learning will contribute to students' personal effectiveness. This book, produced by the Basic Skills Unit, focuses on learning techniques and strategies, and tries to support the needs of people learning skills and attitudes for working life. It will be a valuable resource for teachers in schools and colleges and trainers on the Youth Training Scheme.

It can be used as a workbook for private study, support material for a "How do I learn?" course, an aid in self assessment and confidence boosting, and for expanding teaching and training techniques. The model encourages learners to take control and be responsible for what and how they learn, and is entirely consistent with the philosophy of the Institute of Manpower Studies publications on skill ownership. The presentation is clear, the layout attractive and designed for ease of photocopying. At £1.45 it is good value.

Alun Butler

EXTRA

GEOGRAPHY



Foot Bell Cleveland, America's traditional industrial heartland. See "Update USA" page 32

It's time for a change

Too much current geography fails to reflect contemporary realities writes John Huckles

There is an ecological problem, an urban problem, a problem of international trade, and yet we seem incapable of saying anything of deep profundity about any of them. When we do say something it appears trite and rather hollow. — David Harvey, 1973

Ten years after David Harvey's exposure of the philosophical weakness and irrelevance of the "new" geography, academic geography in Britain is in a healthy state of theoretical diversity, with many geographers able to make new and important contributions to the understanding of society and the debate on public policy. The notion of a value-free or scientific human geography has been seriously challenged by those who point to its limited powers of explanation and its personal and social costs. Behavioural and humanistic geographers have put private perceptions and meanings of place back on the agenda, while welfare and radical geographers have diverted attention to genuine issues of social relevance and exposed the ideological function of much that passes for geographical science.
By applying Marxist and anarchist ideas, radicals have shown that much geography fails to explain human-environment interaction or the spatial organization of society since it ignores, or takes as given, the economic and political realities from which these "new" geographies can offer only partial or distorted theories which nevertheless provide tools for economic and environmental management, and serve established interests.
Having been accused by radicals of

propping up an advanced capitalist society with mounting economic, social and environmental problems, academic geographers have engaged in heated debate on professional responsibility and some have sought a more committed and political approach to their work. What has been the response of school geography to this debate? Could it be that much school geography is also a form of social control to which there are now radical alternatives?

The major curriculum developments in school geography over the past 15 years have established the hold of the "new" geography in schools. I do not intend to describe these developments but merely to suggest that they were a conservative and adaptive response to the economic and political needs of an increasingly technocratic society, and that they failed to answer the true needs of either pupils or community.

While curriculum developers often humanized the "new" geography's arid theory, its neglect of feelings and politics has served to alienate many pupils and teachers. Curriculum reform has too often resulted in lessons which ignore pupils' everyday experiences of the world and fail to deal adequately with their expressed concerns. A diet of industrial location, city structure, limestone geomorphology, and problems of development, generally fails to cultivate environmental awareness and sensitivity or to reveal and question the economic and political realities which structure our world. To the extent that it stifles imagination and restricts the attainment of

political literacy, school geography represents a form of social control. At worst it ensures that the state is supplied with youngsters who have "appropriate" ideas, "useful" skills, and "considerate" attitudes and values. A subject which became established in schools and universities to serve the needs of empire, now serves those of the corporate state.
If readers doubt my claim concerning the politics of school geography, they should consult the recently published *Recommended 16-plus National Criteria for Geography*. Here they will find both overt and hidden assumptions about the nature of geography, education, and society. Few academic geographers would agree with the claim that the subject can be subsumed by "regional, spatial and ecosystemic approaches", while many parents would want to question a view of the social context of education which ignores conflict between social classes and the pervasive influence of capital.

Project Editor:
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Variations on a disc

In the second of his articles on interactive videodisc, Barry Fox looks at Thorn-EMI's VHD system for institutional use



1984 looks all set to become the year of the interactive videodisc. Fast on the heels of Philips' deal with IBM and Cameron to produce a hardware package based on the LaserVision videodisc (see last week's TES), comes news of Thorn-EMI's entry into the field with the rival VHD system. This will be available in January.

The package of VHD player, computer and TV display will cost only around £1,000 compared to approximately £5,000 for the LaserVision-Cameron-IBM package. Software is being invested in heavily, because Thorn-EMI believes that if the videodisc revolution is to take place, it will be software led.

The VHD system, developed by JVC in Japan, is already on sale in that country as a domestic carrier for entertainment, such as feature films and music programmes. A domestic launch in Britain was planned but

shelved a year ago, leaving Thorn with a £100 million factory in Swindon, ready to press discs for a non-existent system. This spurred them into launching VHD as an institutional tool.
Britain is now the only country in the world to have three videodisc systems on sale. The RCA CED system for films and music, and LaserVision videodisc for industrial or professional use, RCA's rule of launching an industrial version of CED, but this is years off. So the market battle in 1984 will be between LaserVision and VHD.
The big question is whether education will embrace LaserVision or VHD. Here it is important to understand how VHD is, by Thorn-EMI's ready admission, a compromise between the relatively simple and cheap CED system (which uses a single micro-fine groove) and the expensive high technology LaserVision approach (which uses a laser to read pits in a reflective surface).
At £400 for the player alone, VHD is cheaper than professional LaserVision because no laser is needed in the player. But the factory prices for VHD

discs quoted by Thorn are surprisingly high. It costs £3,500 to prepare pressing masters for a two-sided disc and then anything between £7 and £23 for each disc pressed, depending on the quantity.
The real problem with VHD, is in the technical compromise adopted to read the disc. The player uses a beam-shaped stylus now being called a "stylus", which glides over a groove-like disc surface, reading electrical variations from a spiral of tiny pits. Although cheaper than a laser, there must inevitably be some wear in use, since there is friction between sensor and disc surface.
This is of no consequence when the disc is played in linear fashion from beginning to end, for instance when selecting films and music, but the fact that the disc will survive 100 or 2000 plays. But it is of real consequence when the disc is used in interactive mode, with still frames displayed.
The disc rotates at 750 revolutions per minute, which means that in still frame mode a single picture is played 2,000 times in just two and a half minutes.

Also it is more difficult to access a single still picture, by having the stylus glide across the disc surface to find just one picture out of thousands. All the Thorn software avoids this.
There is another major problem with VHD and still pictures. Two full TV pictures are recorded for each revolution of the disc. So if the sensor stylus repeatedly tracks one spiral turn, it is actually reproducing two pictures over and over again. If there is any movement between these pictures, a lag or torn motion, there will be flutter on the screen.
One answer to this problem is to master the discs in a special way, by taking any pictures that must be reproduced as stills, and recording them twice over. But this is expensive, reduces overall playing time and will produce odd effects at normal playing speed. So still picture reproduction is the Achilles' heel of VHD.
Thorn and JVC have gone to extreme lengths and cleverly to side-step the problem. On the computer-controlled interactive system to be sold next year, the stylus normally searches

out only the beginning of motion picture sequences. Then at a given point in the sequence the disc itself gives the player a signal to halt at a still frame, specially mastered by double recording for flicker-free reproduction.
On other occasions large pages of text are produced from the computer, not the videodisc player. This text is either displayed on a blank screen while the videodisc pauses, or superimposed over moving picture sequences coming off videodisc.
The integration of the computer and disc player is so clever that most observers do not realize that half the time they are seeing text generated from the computer, not the videodisc. But it does make the system heavily dependent on computer back-up, for both software and hardware.
Thorn-EMI is now putting six VHD players into the North East London Polytechnic, to see how they stand up to real use and to iron out any bugs in the system. But nothing, even the undoubted ingenuity of Thorn-EMI and JVC, can disguise the fact that VHD started life as a technical compromise aimed at carrying linear programs home, at low cost. The compromises made at the early stage of development are an undoubted handicap. But handicaps have not previously worried Thorn-EMI and JVC.

EXTRA

It's time for a change

continued

and poverty. Their lessons can help older pupils debate alternative accounts of causes and solutions and can provide case studies of societies which operate from different foundations. While many would claim that such topics and approaches already feature strongly in their lessons, we should perhaps acknowledge that too much current geography teaching fails to reflect contemporary realities, offers only limited and biased explanation, and is seen by pupils as largely irrelevant to their future lives. Our exception by prevailing interest has not been a conscious conspiracy, but now we are aware of its probability, we should seriously reassess the nature and purpose of our work.

A realization that all is not well with the world, and that education represents a force for democratic social change, should prompt geography teachers to seriously examine recent developments in geography and education which they may have overlooked. Not only do humanistic and radical geographers offer content to foster environmental sensitivity and political awareness, but those working in such fields as development, environmental and community education have already produced curriculum materials which provide more radical approaches to social issues.

The foundations are clearly available for a new phase of curriculum development in which school geographers select and adapt appropriate ideas from the academic discipline, and learn from those educators who perhaps have greater claims to relevance. Those who fear indoctrination in such proposals can be reassured for an extended literature on political education, and the sociology of the school curriculum, can remind us of necessary safeguards.

Where then are the pointers to a more humanistic and radical school geography? At the moment they are diffuse and lack theoretical and practical coordination. The publication of *Geographical Education: Reflection and Action* (Oxford University Press) provides teachers with an extension of the argument I have presented here. In this book, I have collected together contributions from 12 writers which encourage reflection on past curriculum reforms and action on emerging possibilities.

Such action will require coordination and it is pleasing to see the emergence, on Dawn Gill's initiative, of *The Association for Curriculum Development in Geography* and its journal *Contemporary Issues in Geography and Education*. The association has already held a successful conference, in conjunction with the Commission for Racial Equality, on "Geography and Education for a Multicultural Society", and teachers wishing to find out about membership should contact Frances Slater, Geography Department, London University Institute of Education, 20 Bedford Way, London, WC1.

From the time of Peter Kropotkin, geographical education has always contained a radical minority determined to expose and transform the role of geography in schools. At a time when there are strong pressures on geography teachers to further adapt their curriculum to prevailing economic and social realities, it is perhaps no accident that this dissenting tradition should resurface. Its claim that there are alternatives to the present curriculum, which can better encourage human potential and social justice, surely deserves wide debate. The establishment of a more humanistic and radical school geography will not be easy but the rewards should far outweigh the effort.

John Huckle is Head of Geography, Bedford College of Higher Education.

In touch with Africa

Forming a link with a school in a foreign country is not an uncommon practice in many schools. Links with French and German schools are quite often initiated and developed by the modern languages departments of secondary schools. To link up with a school in a Third World country is altogether a more difficult and more difficult task, but one which is also much more rewarding for pupil and teacher alike.

The normal method of introducing a class to the lifestyles and environments of some of the ordinary people living in the poorer countries of the world is via textbook notes and illustrations. This normally takes care of the task of teaching knowledge to pupils but does not always instil a sense of concern in them for the poorer groups of people who inhabit our planet. A more novel approach is to make personal contact with some of the people living in a Third World country and to form a link between them and the pupils. But just how do you get in touch with a group of people in the Third World?

One way is to take part in the Commonwealth Linking Trust which will put you in touch with a school in a Commonwealth country. Another avenue is to make contact with one of the many field-workers sent out to countries throughout the world by the Voluntary Service Overseas. It was a VSO worker who put my own school in touch with a school in Tanzania. The school was located in a small village called Kibakwe which is situated 30 miles south of Morogoro in the African bush. The VSO worker visited the school for us and got permission from its head teacher for an exchange of letters to take place between some of his pupils and some of my own.



A pupil from Wastwood School in Glasgow listening to a Tanzanian "thumb piano".

From the replies to the questions they asked, the Glasgow children learned about the African school, about the pupils and their families and about the village itself. Some of the most striking points they learned from the letters was that all Tanzanian children between the ages of 7 and 14, despite the poverty of their country, are able to attend school. They also learned that only a few, mainly boys, are able to go on to one of the country's few secondary schools.

The important Tanzanian ideal of "self-help" was highlighted by the school's slambas (farm) in which crops are cultivated and animals are reared for the twin purposes of providing the school with money and for teaching the pupils, in the most practical of ways, about agriculture - the activity most of them will follow when they leave school. The Glasgow pupils also learned about some of the problems of the village, particularly those associated with the lack of a regular supply of clean water.

For their part the Tanzanian pupils not only learned about an urban

environment which is entirely different from their own rural environment, but they also used the exercise as a means of improving their English writing.

Learning from the replies to their own questions, as well as their own subsequent research work, was just one of the advantages of the link-up with Kibakwe School. Even more important was the tendency for many of the pupils to become more concerned and appreciative of the problems facing ordinary people in one of the poorest countries in the world. The nurturing of such feelings is something teachers cannot effectively instil in a child; it is something the child must develop for itself and linking up with an African school proved to be one very good way of allowing this to happen.

For more information, teachers should write to: The Commonwealth Linking Trust, Seymour House, Second Floor, 26-37 Seymour Mews, London, W1H 9PE.

John Greenlees

Born again GEO

At the beginning of 1983 GEO magazine was in danger of disappearing from the classroom and would have ceased publication had it not been for the element which runs through the whole of geography - enthusiasm.

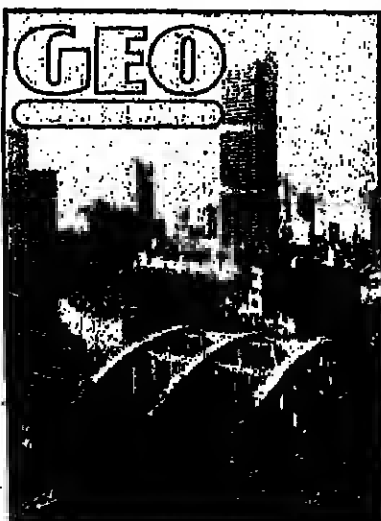
Because geographers are enthusiastic about their subject, the long-term editors of the magazine, Anne Ralphs and Richard Pawcett, persuaded a Small West Country publisher, Elizabeth Weaver Limited, to buy GEO. GEO is now launched on its first year of publication under new management.

The enthusiasm of subscribers to GEO has been an essential element in its rebirth. Geographers care about their subject and the way in which it is taught. It is this caring attitude which is the hallmark of the magazine.

A small publishing company is able to offer a better and more personal service to subscribers. The publisher is closely involved in every stage of production, is able to take account of, and react quickly to, changing market forces. Alongside general enthusiasm, geographers demand a relevant and varied resource base from which to work. GEO aims to provide this, it is the only magazine specifically designed and written for use in the classroom.

All the features in the current series of GEO are relevant to school geography. They include: United Kingdom studies from coal to computers. Ordnance Survey map interpretation, a study of limestone land forms, agricultural studies of the prairies and sheep farming in the Yorkshire Dales and New Zealand, industrial studies in West Germany, Birmingham and Detroit. There are up-to-date studies of the Third World drawn from areas as far apart as Sierra Leone and Peru, and ideas and techniques for project and fieldwork.

Plans for the 1983/84 series of GEO are underway. The objects and aims will remain much the same. However, the editors hope to meet the teachers' needs and the students' aspirations for examination success by their comprehensive treatment of core aspects of the syllabus, such as map interpretation, modern regional geography of the British Isles, and analysis of problems of development exemplified by studies of specific areas. The



"Teachers' Notes" will be retained since they enable teachers to make fuller use of the magazine.

GEO magazine has many advantages over a textbook. Its five issues each school year enable GEO to provide more topical up-to-date information. The format has eye-catching immediacy. Multiple subscribers reduce the cost of GEO to much less than a textbook. Many schools have discovered the willingness of pupils to subscribe. GEO really does strive to provide a growing bank of relevant information and workable ideas which can be used over a long period of time by the enthusiastic teacher in a variety of ways.

Ultimately the quality of GEO depends on the quality of its contributors. The credits speak for themselves. Contributors include many national and international experts, many practising teachers and lecturers in higher education and many proponents of new ideas in geography.

GEO is valued by many geographers. The publishers and editorial team are determined to retain its high standards of content and production so that they can justly claim that GEO is in a class on its own.

GEO is published by Elizabeth Weaver Limited, The Academy, Hinton Lane, Tisbury, Wiltshire SP3 6PZ.

Anne Ralphs

Home bound

Bartholomew Family Atlas of the World. John Bartholomew and Sons Ltd. £11.95 7028 0612 9. Pocket Atlas. By Jill and David Wright. Kingfisher Books £3.95 86272 053 2. First Atlas 80. By Malcolm Renwick and William B. Pick. Nelson. Atlas £1.25 17 425417 2. Workbook 45p 17 425418 0. Packs of 20 copies of each book. £31.00.

Although it is reasonable to claim that every household should possess an atlas, Bartholomew goes one stage further and optimistically suggests that their new Family Atlas of the World "will prove an essential reference book for every home". The competition which this atlas faces is formidable for there are many good quality atlases available based on similar concepts and style. The Family Atlas should however corner at least part of the market.

The atlas has two principal components - one thematic and the other topographic, the map index containing some 20,000 entries. The cartographic standards are high and the topographic maps are clear and easy to read and in a style which will be recognized by those familiar with other Bartholomew publications.

World within world

World in Change. By W E and V M Marsden. Oliver and Boyd £9.95.

The concept of nesting (brackets inside brackets) is a common enough idea in computer and calculator terminology. It can also be applied to the headings, sub-headings and sub-sub-headings in *World in Change*, where the authors have rather overdone the idea of nesting.

breaking up the text. A sentence beginning "(2) In the hills of Bihar and Orissa" forms part of a sub-section headed IRON AND STEEL, which in turn is part of a section headed The Damodar Valley Industrial Region of India, which forms part of a unit entitled, Industrialization and Urbanization in the Orient. World, one of the four sections under THE MONSOON LANDS which itself is part of Section C, Densely Populated Regions of the Tropics and Subtropics. Such zeal for classification is hardly called for in an O level textbook, and makes for a complicated off-putting page.

Since the higher order groupings are regional it means that retrieval of information on a systematic basis is not always easy. Decolonization is certainly one of the major changes of the last

30 years or so, and worthy of extended treatment in a 240-page book entitled *World in Change*, but it can only be located through the Index, and even then in only one or two widely separated sentences, an exercise and a pair of maps of Africa. If the organizers of material in this book suits your syllabus then *World in Change* can be recommended, since it provides a wealth of detailed up-to-date information (eg Silicon Valley in California) and the opening up of the Amazon rain forest). It is profusely illustrated with good maps and diagrams and clear, black and white photographs. It will take some getting used to, but once mastered could prove invaluable as a textbook in world geography for O level classes.

Philip Sauvain

Requirements and criticisms

Bryan Waites considers fieldwork reports in sixth-form geography

There is a long tradition of fieldwork and field teaching in geography and fieldwork is regarded as indispensable. The Loodan Syllabus (A210) though not asking questions on fieldwork, values it for background in other papers. Oxford and Cambridge (1963) has papers on geographical techniques and/or local geographical essays. The Cambridge syllabus (9050) has an optional paper on local geographical study. JMB, with alternative syllabuses, also emphasizes practical geography and local geographical study. AEB has the strongest bias with the requirement of an individual fieldwork report which is one paper of the four set. Visiting examiners interview candidates in their schools on the report for approximately 30 minutes.

Teachers can gain a great insight into requirements by studying each year the syllabuses of various boards and, in particular, the annual examiners' reports. Objectives are stated clearly. For example, the AEB emphasizes "the ability of the candidate to undertake field investigations relevant to the syllabus" and emphasizes "direct observation in the field, not projects based on secondary information".

It encourages a careful choice of topic with a variety of techniques such as mean, median, mode, standard deviation; random and systematic samples; simple correlation tests; cartographic techniques such as isolines, flow lines, networks, proportional symbols, etc. Hydrological and meteorological techniques, soil surveying, questionnaire, pedestrian traffic counts, plotting spheres of influence, land use mapping and nearest neighbour analysis are among the

syllabus". Study of the examination boards' A level geography syllabuses shows that in some ways fieldwork is regarded as indispensable. The Loodan Syllabus (A210) though not asking questions on fieldwork, values it for background in other papers. Oxford and Cambridge (1963) has papers on geographical techniques and/or local geographical essays. The Cambridge syllabus (9050) has an optional paper on local geographical study. JMB, with alternative syllabuses, also emphasizes practical geography and local geographical study. AEB has the strongest bias with the requirement of an individual fieldwork report which is one paper of the four set. Visiting examiners interview candidates in their schools on the report for approximately 30 minutes.

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recommendations. Methodology includes identifying and defining objectives, formulating hypotheses, collecting appropriate data, processing the data and presenting it clearly and concisely, interpreting and evaluating the results as an understandable conclusion which has tested the hypothesis. The report or project should be presented in a literate and graphic form and, basically, it should be engaged in problem-solving within a specific region, district or area.

What do the examiners' reports indicate are the main weaknesses? The choice of topic is critical. Selection should be better monitored by teachers over a longer period and data collection, processing and interpretation should be carefully watched. The fieldwork report should relate to the syllabus. It should be meaningful in the time available and, the AEB for example, welcomes shorter, specific, original studies of high quality. Boards emphasize that they do not want long, descriptive projects. Especially, they should not be "desk studies" - documents should be used in conjunction with field investigations.

Choice of a topic just because it is easily accessible should be avoided. For example, the slopes in the school playing field may not be suitable for an analysis of slope form and processes nor is a minor local stream with little water in it suitable for sediment and discharge studies. There is an over-emphasis on urban/industrial topics. The AEB reports 43.9 per cent of 1982 investigations on industrial estates, CBD, sphere of influence and structure models; 23.2 per cent on land use, soils and geology; 19.5 per cent on

fluvial geomorphology and coastal studies with only 13.8 per cent related to the remaining four sections of the syllabus involving resources, population, atmosphere, ecosystem and geographical perspectives on current problems.

Most candidates state aims but not always hypotheses. Sometimes the latter are manifestly incapable of proof or too hard to test with the expertise and equipment and time available. Indeed, some hypotheses are "daft" and badly stated. Here teachers can help a great deal.



Boards complain about fieldwork reports which follow a method or technique without thinking about it. In other words "sleepwalking" through it using what is termed "the cook book approach". This implies that one of the many textbooks or articles demonstrating say, Ratable Value Analysis, has been followed too slavishly. Another grievous fault is lack of context to the study. Candidates get straight on with their river study without saying where it is or giving background geographical/geological context. Tied in with this is the general lack of useful maps to show basic geography. Too many studies are based on photocopies or borrowed maps and diagrams. Hand in hand with this there may be

presentation faults such as a lack of contents list, page numbers, figure numbers, bibliography together with badly placed illustrations unrelated to the text. In short, candidates fail to remember that they have written the report to be read - to communicate their findings. Teachers should reinforce this aspect more than any other. They should also ensure that the studies are literate as there seems to be, on the one hand, material such as computer read-outs symbolizing complexity, but on the other, gross mistakes in spelling, use of English and general knowledge.

Examiners' reports indicate that in the students' and teachers' anxiety to include the required statistical techniques, etc. they render their studies entirely statistical and methodological with little or no explanation. Indeed, like a scientific monograph, they may be almost without actual text or what little text there is may be badly broken up. There is no doubt that the right balance between self-help and staff help is a delicate one to achieve but it can be then pupils may gain more confidence numerically and greater freedom in their investigations.

But it is clear that despite these drawbacks the fieldwork report is vastly improving, especially in those schools where an enthusiastic methodology and *modus operandi* has been worked out over a number of years between staff and students. Here, working almost as a team year after year a programme of related studies can be devised which will eventually form a valuable insight into the local area. Use of computer techniques and inter-relationship between the expertise of different disciplines is making possible quite advanced studies of real value to the community. For example, plant distribution in relation to trace elements; migration and employment patterns in a village; the impact of proposed mining operations in an area; a specific study of ethnic minorities in an inner city area - these have that community purpose, relevance and syllabus orientation which can be the heart and soul of a successful and enjoyable fieldwork report in the sixth form.

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P F Dale

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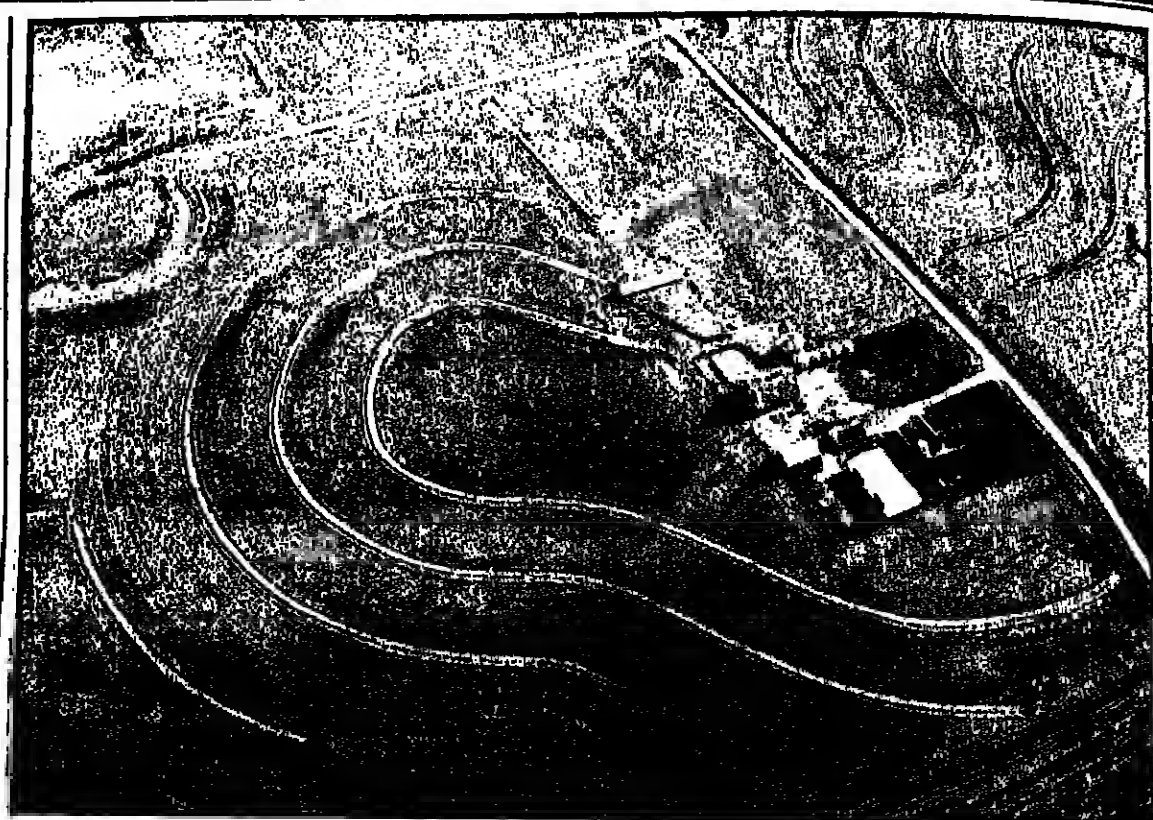
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Lafayette County, Missouri, agriculturally a cornucopia, financially a meadow

Sun belt - Frost belt

Michael Houser introduces "Update USA", a new BBC television series for schools

"The business of America," Calvin Coolidge observed 60 years ago, "is business." America is also in the business of change, perhaps more relentlessly than anywhere else in the developed world.

Twelve years ago, Len Brown of BBC Schools Television filmed a geographical portrait of America in his series, USA. As the 1980 American census revealed, however, profound change was again the order of business in America during the 1970s. Once again, Brown has attempted to capture its dominant themes in a new five-part series of 20-minute programmes known as Update USA.

Prior to earning his spurs as a producer in educational television, Brown, who characterizes himself as a "dusty geographer", studied urban and applied geography at Queen Mary College, London. During the past decade, he has produced successive geography series on Ghana (1974), Europe (1976), Japan (1978), Brazil (1980) and Britain (1981) which have earned him a glowing reputation as a film-maker throughout Europe; it was essential in winning American and European co-sponsorship for what has been an ambitious - and therefore expensive - project. Co-sponsors in Denmark, Norway, the Netherlands, Bavaria and North Rhine-Westphalia will all show dubbed versions of it based on Brown's script.

Brown's major theme for the series is North-South, not the classic divide, but a more modern and growing one between the Sun Belt-Frost Belt. The message from Cleveland, focus of Update's inaugural programme, where talk of "turnarounds" is upbeat, is itself downbeat: industrial-urban decline. The contrast with Sun Belt Phoenix, scene of the second programme, where the message is growth, unlimited, is profound: as one Phoenix planner remarked during filming, "we don't really know how big Phoenix is... we didn't check last night".

In the remaining three programmes, Brown moves in for a much closer look at particular aspects of Sun Belt development. In Lafayette County, Missouri, the plight of America's midwest-farming families comes under the microscope: having been told to rip up their fences, plough to the horizon and attempt to feed the world a decade ago, changes since then in foreign and agricultural policy have produced bigger surpluses, deeper debt and the worst times for farmers since the dustbowl of the 1930s.

The descriptive approach to the midwest and Great Plains is to say here's this enormous food-producing machine; isn't it marvelous - the richest food-producing region on earth. But in the past decade, there has been a very pronounced flip-side to

this coin, a profound paradox in terms of the plight of farmers there and I think the audience can now take the complications of this whereas previously, they might not have.

Although the Sun Belt lacks an official definition, a consensus suggests those states lying south of 37° N, the northern boundary of New Mexico. For his fourth programme, Brown chose Evanston, Wyoming, a brand new energy boom town in the vast emptiness of the Mountain West, north of 37° N. Not only did he want to show what new technology was doing to the landscape because of the frenetic search for indigenous energy, he also wanted to test his belief that the Sun Belt is "... what is felt in terms of rate of boom, type of environment and type of job opportunity, rather than something you can easily draw lines around".

Greenville, Mississippi and the backwoods of cotton country in the middle of the Mississippi Delta were the focus of the final programme: Brown chose Greenville as a test of how far down the line Sun Belt growth had penetrated even the Old South. "Greenville was the place which started me most of all. In the middle of delta country, with a population of 9,500, it has three fully fledged industrial estates, each with green field sites, two or three entertainment areas in the best Covent Garden warehouse style and atmosphere, and one of the most distinct geographical red lines I've ever seen between the Old Southern core and where America starts."

"It also has a very large Black middle class - admittedly all living together - but living in large and growing suburbs in houses right out of Californian mail-order catalogues. The Americanization of Greenville

has just got to the right point and I hope it doesn't go any further... and now I think even Mississippians would agree with me."

But more than merely updating dominant trends in American geography, Brown has also updated his approach of 12 years ago: apart from the topical theme of each programme, presentation is largely through the eyes and words of locals.

"It is much better to have the people themselves provide the message than a BBC narrator. Most of the people featured in the series have either moved or been the end-product of some kind of change which has happened over the past 10 years. When you look at it more deeply, what they have done is also a reflection of many federal/state decisions as well."

But is it geography? "I would say that over the past 10 years, most teachers would consider that it has become geography. It's also what television can do best in the classroom: no other audio-visual resource can bring atmosphere, people, and places secondhand into the classroom so well. I don't think television handles static geography, like physical landscapes, very well. In backwoods Mississippi, what you see in the landscape you also need to feel in the socio-economic electricity of the people there in order to realize that right down the line in Greenville, things are changing as fast as anywhere else in the Sun Belt."

"The family we used in Michigan after moving south from Michigan after suffering three bouts of unemployment. They are a reflection of the Sun Belt versus Frost Belt, growth area versus decline area trends revealed by the 1980 census. At the same time,

continued



A view of a new school house in Evanston, Wyoming, just built for the new high schoolers home.

When did you first use a map?

By Patrick Bailey

Much time and effort have been expended in recent years in trying to find out why children have difficulties with maps; yet little or no thought has been given to the opposite question: why did the people who now use maps first do so? Success is always worth studying and an inquiry along these lines is likely to prove at least as profitable as finding out in yet more detail why children fail to understand maps.

All who teach with maps, write mapwork textbooks or produce maps which will be used in schools would be well advised to ask themselves the question, when and in what circumstances did I decide that maps were worth learning about, for me? Did it happen at school, in my own home, or somewhere else? If the former, what kind of mapwork lessons did the trick? Maps such as the Ordnance Survey 1:50,000 are hard documents to master and nobody will do it unless they have good reasons for making the effort. Some of our pupils may persuade themselves to master the mechanics of mapwork to gain a pass at CSE or O level, but they will never become map users until they accept that they need maps for themselves.

The problems of map learning are part of a general learning problem. Until learning of any kind becomes self-motivated it will not "stick". Carl Rogers (1958) put the matter in a nutshell: "the only kind of learning which significantly influences behaviour is self-discovered or self-appropriated learning - truth that has been personally appropriated and assimilated in experience." So we may be sure that our pupils will not learn to read, use and interpret maps until they find their own reasons for doing so. Yet we did learn to use maps. How did it happen?

My own experience certainly supports Carl Rogers' view. Up to the age of 14 I have no recollection of thinking that large scale maps such as the One Inch or Bar's Half Inch had anything to do with me. At school, some work was done in geography lessons with One Inch map extracts, one of which I can remember because it showed an area I knew. Nobody explained why it was important to study a map of that area or indeed any other; and mapwork was never related to any other part of geography.

Then in 1940 the school was evacuated from the coast to the Yorkshire Dales. Under the new boarding regime I found my free time limited to Sunday afternoon. To make the most of this precious time I remember realizing, suddenly, that I needed a map of the local area. It was then that purposeful,

independent map use began. In a very short time, through continual use, I had so internalized the properties of maps that all school mapwork exercises became completely easy. There was no longer any need to remember what the various map conventions and symbols meant; I knew.

The map also began to show up certain patterns in the countryside. For example, I began to notice that old lead adits and smelting mills were only to be found in a particular area; it was useless to look for them elsewhere. I observed too that farm houses were built where they avoided winter shadow; and that the more inaccessible the farm, the more likely it was that it would stand out as an empty or ruined ruin.

The idea also began to dawn that maps were a kind of universal language, which could tell one about places that could not be visited. So, walks over the Lake District and Scottish hills were planned with maps long before it was possible to carry them out. Maps of the Highlands were especially tantalizing, because the whole area north of the Great Glen was closed to the public throughout the war.

So, mastery of maps came to me from pursuing personal interests, not directly - perhaps not at all - from mapwork lessons. If this experience is in any way representative, can any general hints about map teaching be derived from it? There may be at least two.

It is a popular cliché to say that the teacher ought to look out for pupils' own interests and try to build on them. This is an admirable principle, but there are too many pupils and too little time in most schools to make it a practicable basis for a mapwork course. However, the chances of triggering off an independent interest in maps would seem to be improved by basing work in the early years of secondary school not upon the local area as such, but upon the pupils' perceptions of that local area. Traditionally, much local fieldwork and related classwork is concerned with the visible human geography; whereas the local geography in pupils' minds may be something rather different. It is their mental local maps, not our local maps, which should form the starting point for mapwork.

Questions such as these are worth investigating: what perceptions do our pupils have of different parts of a town: which parts do they "see" as welcoming, unwelcoming, interesting, boring, even alien or hostile? What boundaries do they recognize to their own and



Photo: Gail and Richard Owen

others' activities? What are the areas of tension? What areas do they know and not know? The pupils' personal mental maps are far more interesting and influential for them than the distant abstractions of the 1:50,000 map. And, after all, that too is a map of the mind: of a collective, impersonal, sophisticated adult mind whose purposes the youngsters do not readily understand or share.

The second hint concerns the organization of the secondary school curriculum. If it is important to identify the pupils' own interests and to build on them, then a fragmented timetable of isolated subjects is not the way to do it. Arguably more thought and effort should be put into grouping the related parts of the curriculum into broad areas and arranging for these to be taught by relatively small numbers of teachers working together. If this can really be made to work, it becomes possible for teachers and pupils to work together for more substantial periods of time. Such an arrangement is more difficult to manage than a series of specialist inputs because it plunges the staff into the micropolitics of cooperation; but it does appear to relate more closely to what we know about learning than a regime of short specialist periods.

Inevitably, a discussion of the problems of map learning leads on to a much wider consideration of general curricular issues. Maps provide a useful test case, pinpointing the reasons why pupils learn and do not learn. We need to find out more about the former so that, perhaps we can do more to help the latter.

Patrick Bailey is editor of "Teaching Geography".

Sun belt-Frost belt continued

their move and their feelings about Arizona and Michigan are a startling point for all sorts of things you can explore in various depths and in various ways.

"I think geography teachers looking at television now expect some very much stronger messages than 10 years ago... messages that might not be directly related to an examination syllabus, but messages nonetheless which get kids interested. On a farm now in Missouri, you would attempt to grill the farmer quite hard about whether he was up to his eyeballs in debt. If it was a plantation owner in the Mississippi Delta, the grilling would be about racism as well as mixed farming. Teachers are looking for a spark to start off some particular teaching, and if kids watch my programmes for 20 minutes and are genuinely interested, I feel I've already been 80 per cent successful."

Although nominally targeted at the 13 to 16 range, the series is designed for all abilities and will interest non-geographers as well, particularly those doing American studies courses. Each programme is designed to stand on its own, although Cleveland-Phoenix and Evanston-Mississippi are obvious pairs



Declining image in the new Sun Belt south: 124-year-old Bill Jones

for teaching contrasts and Sun Belt comparisons. Feedback from previous series, similarly targeted, suggests that 10 per cent of audiences will be A level candidates.

"The teacher I'd really like to see using the series is one who feels he needs to update details of his know-

ledge of the USA, details which are often difficult to get from texts, and who likes to pull together bits and pieces from various media sources but wants it put into a pattern where the threads which will form the foundation of his up-dated teaching about the States will become more apparent."

Update USA was not conceived with a common thread in mind, but everywhere he went, in Ohio, in Arizona, in Missouri, in Wyoming and Mississippi, Brown found a recurrent theme surfacing: new industry founded on high technology is not nor does it ever look like replacing jobs lost in traditional manufacturing industry. "Although we've both known about this for some time, the warning signs bit you more squarely in the US than in Britain," square in the US than in Britain.

For those who like their contrasts sharp, stay tuned to Len Brown: his next series will look at China.

The first showing of Update USA will be on BBC-2 (BBC for Schools) during Summer Term 1984; it will be rebroadcast during Spring Term 1985. Detailed (24 pages) teacher's notes for the series are now available from the BBC; publications order forms appear in the BBC Annual Programme for Schools and Colleges.

Michael Houser is Series Consultant for Update USA.

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Is it ☐ a 20% ☐ b 35% ☐ c 45% ☐ d 70%?
- 2 How many British women live in a household with no car?
Is it ☐ a 4 million ☐ b 6 million ☐ c 7 million ☐ d 9 million?
- 3 In most families it's still the mother who packs the children off to school. What percentage of all bus journeys in Britain made by children (up to 16 years old) is for going to school?
Is it ☐ a 10% ☐ b 20% ☐ c 24% ☐ d 34%?

4 What percentage of young mothers in a recent survey in the South of England were found to have no, or only occasional access to a car for shopping?

Was it ☐ a 25% ☐ b 40% ☐ c 50% ☐ d 60%?

5 Despite the number of car owning families in Britain, most shopping is still done by bus and still mainly by women. The average for the country is just under 2 shopping trips per household by bus. But over what period?

Is it ☐ a 2 trips a month ☐ b 2 trips a fortnight
☐ c 2 trips every ten days ☐ d 2 trips a week?

6 Of all the women who use the bus what percentage rely on it for shopping trips?

Is it ☐ a 36% ☐ b 46% ☐ c 56% ☐ d 66%?

7 Here's a question about attitudes. In a recent survey by the W.I. among women in rural areas, women with and without access to a car were asked if diminishing bus services affected them. What percentage said they would be seriously affected if their bus service disappeared?

Was it ☐ a Over 30% ☐ b Over 50% ☐ c Over 70% ☐ d Over 80%?

8 In the same survey, women living in rural areas were asked if they used the bus for visits to the doctor and for medical treatment. What percentage said they relied on the bus for such essential visits?

Was it ☐ a 29% ☐ b 39% ☐ c 49% ☐ d 59%?

How did you do? Score nothing for every ☐ a half for every ☐ b one for every ☐ c and five for every ☐ d

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EXTRA

In with a sporting chance

Sport, place and the geography curriculum

By John Bale

Just as one of history's biggest jokes is that the social innovation which was probably the most lasting and widespread creation of Victorian England was ignored by social and political theorists of the time, so too it seems odd that one of the things which most involves children is not studied in the school curriculum.

Marx and Mill ignored sport as a phenomenon, and today the study (as opposed to the playing) of sports finds virtually no place in our syllabuses. For the geography teacher particularly, this should be remarkable. As Professor Philip Wagner has pointed out, sport is a world of distinctive land use patterns, territoriality, regional organizations, spatial hierarchies, endless waves of cultural diffusion and locational adjustments to a number of different factors. Much of the drama of sport is spatial in nature - overcoming the friction of distance and the defence of territory for example. In at least one sport, orienteering, it is difficult to say where the sport starts and the geography stops.

Although the study of recreation is common in geographical work at all levels, the analysis of the more serious business of competitive sport is almost totally missing. It is true that as long ago as 1976 David Cowling and I wrote a short booklet called *Geography and Football* (Geographical Association, Sheffield) which tried to show how, by using case studies from our most popular sport, a large number of geographical concepts could be readily

exemplified. In WE Marsden's school text, *Changing Environments in Britain* (Oliver and Boyd) he devotes a couple of pages to the spread of rugby league in order to illustrate ideas of regional culture and geographical diffusion. In *Steps in Geography* by R. Hartman and F. Martin (Hutchinson) the final pages deal with 'Sport for All' which highlights national variations in sporting practice and success in the Olympic Games. These, and several other examples, tend to use sport in order to motivate students of geography. They do not take sport and through a geographical treatment of it show how new insights about a wide-spread and important phenomenon might be obtained.

The serious geographical study of sport at the school level has probably been retarded by the limited amount of guidance for teachers interested in innovating in this area. Few, if any, textbooks exist upon which a course in sports geography could be based and the literature is scattered in somewhat fugitive and often inaccessible journals, often American. Yet in higher education, at least, the seeds for sub-discipline called sports geography have been sown and much of the material which is now emerging would be highly appropriate for adaptation and adoption in secondary schools.

A structure for a course on the geography of sport has been provided by the dozen of sport geographers, Professor John Roney of Oklahoma State University. In his pioneering

book, *A Geography of American Sport: from Cabin Creek to Anaheim* (Addison Wesley, 1974) he highlights the marked geographical variations which exist in the emphasis placed on football, baseball, basketball and a number of other sports.

In particular, he identifies regional 'hotbeds' of elite player production - Texas for footballers and Illinois-Indiana-Kentucky for basketball players. In my own book, *Sport and Place* (Hurst, 1982) I attempt an equivalent exercise in a British context, identifying, for example, that golf really is dominant in Scotland, that tennis is truly a suburban activity and that professional footballers do not only come from the north-east. This approach, focusing on sports regions, enabled me to compare the worlds of sport inside our heads - our vernacular sports regions - with the actual distribution of sporting practice in modern Britain.

But a geography of sport is more than just the mapping of regional variations - fascinating though this is. Sports spread from various 'culture hearths' were carried by change agents, met barriers to adoption and took time to diffuse across geographic space. In doing so sport induced significant changes in the landscape.

Golf, horse racing, more recently motor sports and in the urban area cricket and football, have produced distinctive sportscapes, examples of Edward Relph's scientifically rational landscapes. Impacts of a different kind are generated by crowds converging on a sports stadium, around which 'nuisance fields' are produced. Residents living within such negative spheres of influence are forced to consume more sport than they would freely choose. Sports geography is also concerned with studying the present pattern of location and re-location of sports clubs and with suggesting more geographically optimal or equitable distribution.

In North America courses in sports geography are offered at undergraduate and postgraduate degree levels. How in Britain might a geographical approach to sport find its place in the curriculum? Two possible scenarios can be painted. The first already exists and several examples can be briefly quoted. As project work or field studies sports-geographic topics have much to commend them. Data are prolific and cheap: sport is around us in the landscape, rural and urban.

A group of four-formers from Longton High School, in the Potteries, mapped the spatial extent and intensity of the perceived 'nuisance field' of Port Vale and Stoke City football clubs as part of a CSE geography project; a

sixth-former from Hull undertook a similar exercise which revealed that residents around the town's rugby league grounds were much less troubled by the impact of sport than their neighbours around Boothferry Park. Working on his undergraduate geography dissertation at Southampton University, David Humphrys disaggregated the various nuisances generated by The Dell and mapped their spatial extent. Other undergraduate dissertations on sports geography have included studies on the effect of place on performance, the effect of weather on attendance, the modelling of attendance at football matches, geographical differences in the origins and the career migrations of top-class players and the planning implications of professional football. Many such studies bear replication at the sixth-form level and below.

A second context within which a geography of sport might emerge is in specific curriculum units which have been designed by teachers themselves. The most obvious opportunity would be as a further curriculum unit for the Avery Hill O level geography course where teachers design a unit which includes ideas not developed in the core syllabus. What form might such a course take? I would offer the following, not as a definitive statement, but as a focus for discussion and development.

Unit 1: Sport and the Landscape

Idea
● Sport affects the landscape directly by producing distinctive types of sportscapes.
● Sport affects the landscape indirectly by generating numerous flows of traffic and pedestrians.
● Land uses and property values are affected by their adjacency to sportscapes of different types.

Skills
● Fieldwork, use of land use maps, evaluation of sportscapes quality.

Unit 2: Diffusion of Sport

Idea
● Some sports originated in Britain and spread overseas.
● Many sports originated overseas and spread to Britain.
● Sports are innovations which can be studied through the framework of innovation diffusion.
● Innovations in sport may be analysed in the same way.

Skills
● Mapping, use of location quants and other indices, identifying geographical attributes of sports data (eg Rothmans Football Yearbook, Warden etc).

Depending on the length of each unit, others could be added as say, the 'Spatial Organization of Sport' or 'Sport and the Weather'. A vast potential exists for developing this subject and the outline provided above might encourage teachers to produce their own materials or even write their own textbooks!

Because sport takes up so much time, is given so much media coverage and is a major growth industry it is a subject worthy of academic inquiry. Since sport is itself a science of space and time it is admirably suited for inclusion in a geography curriculum. Sports geographers may give the impression of playing while working at studying those who work by playing but I have found that studying sport is as much fun as playing sport and often almost as serious.

John Bale is lecturer in Geographical Education, University of Keele.



Photo: Sports
● Seeking generalizations, simple correlation analysis, use of secondary data (eg from sports handbooks).

Unit 3: Sports Regions

Idea
● Certain regions are associated with particular sports.
● Some regions significantly outproduce others in terms of numbers of elite athletes.
● Some regions emphasize certain sports more than others in terms of the number of clubs or participants.
● Facilities for sport are unevenly distributed, on a variety of scales.

Skills
● Mapping, use of location quants and other indices, identifying geographical attributes of sports data (eg Rothmans Football Yearbook, Warden etc).

Nevertheless, this new approach to the study of local change by no means attempts to deny the importance of the local. It is rather to suggest that individuals and groups at the local level are helpless in the face of national or even international forces. Decisions made by a multinational firm may to a large extent be based on an assessment of the viability of a local labour force - hence the prolonged hesitation about establishing a car plant in Britain (and, within Britain, Wales, Humberside or the North East) is a typical example.

And there is little doubt that people living in say 'The Socialist Republic of South Yorkshire' have better and cheaper bus-services than most of the rest of us. Local political autonomy and spending in the context of central government's attempts to restrict public expenditure is of course a familiar feature of contemporary political life: one not unknown to schoolteachers.

Contemporary research into community life is, therefore, concerned with the relationships between on the one hand economic and political decisions made outside the locality and, on the other hand, the people's political, business and everyday home life at the local level. Such a redefinition has been the basis for new teaching developments at the high education level. One development has been for geography to be redefined: a number of departments of geography are now successfully introducing a broader definition of their discipline.

Another approach has been to devise new interdisciplinary undergraduate degrees. The most important feature of this latter approach is the bringing together of economic, political and social theory around the central problem of understanding changes at the local level. Such is the approach adopted by the urban studies undergraduates degree courses now established at Kent, Sheffield and Sussex Universities, as well as at a number of polytechnics.

The educational implications of these courses are important. A key theme is not simply understanding a discipline as such (eg sociology, political science, economics) but, with the aid of these disciplines, examining the built environment as it both reflects and influences the structure of contemporary society. Such an approach begins to answer some of the questions which many of today's school-leavers are asking. Why are our inner city areas beset with particularly high levels of unemployment? What are the reasons for chronic housing problems or poor educational provision? What were the causes of the 1981 riots in a number of inner city areas? And what, in terms of solutions, can be achieved at the local level?

The precise structure of each urban studies degree will naturally vary between institutions. One common theme is the study of actual local areas. Sussex University, like Sheffield, takes its own local area as a 'case study' to exemplify some of the major themes in the course.

Similarly, considerable emphasis is usually given to contacts with key decision-makers in critical areas of change: London's docklands has become one of Sussex's prime areas of interest.

However, urban studies degrees all give explicit attention to the more theoretical and analytical aspects of sociology, economics and political science; these are essential in providing an understanding of such key issues as industrial location, land and property development, the housing building industry and the rapidly changing land-use planning system. Urban studies courses usually allow for individual

of the four quarters of the year. These are 'based on values calculated for locations spaced at 10x10 km intervals'. Each map uses a single colour which, combined with different shading, permits six gradations to be shown. Grid references can be easily shown. Grid references can be easily shown. Grid references can be easily shown.

Since all climatological maps tend to over-generalize, this new technique seems to me to be an important and promising addition to the armoury of the geographer, and one that could prove to be of great value in fieldwork investigations and local study work. Sixth formers in particular could compare actual readings from the school meteorological station with the predicted values calculated from these equations. It is a splendid bargain and my only complaint is that the maps could have been on a much larger scale, with an expanded text explaining the techniques more fully and in a durable hardback library binding.

In addition, the authors have used a computer to construct a set of 23 maps showing climatological distributions for the whole of Great Britain in each

North Sea and to the Atlantic, and other factors. These site variables and existing climatological records were analysed by computer using the technique of multiple regression.

From this research they derived a series of equations which can be used to predict air temperature, rainfall, visibility, duration of bright sunshine, windspeed and total snow depth. The equations are printed in this book, together with an all-too-short explanation of how these variables can be calculated for a particular site, using the 1:50 000 Ordnance Survey map.

For instance, they include variables such as GRIE (grid casting), DFS (distance to the sea) and ELEV (elevation to the nearest 5m). Values for a point on the map can be inserted in equations (such as $0.00896 \text{ ELEV} + 0.0206 \text{ SWNE} + 0.327$ which gives an estimate of snow depth in centimetres in the January to March quarter). The authors indicate that this particular equation accounts for 69 per cent of the variation (a measure of reliability). The autumn air temperature equation accounts for 96 per cent of the variation which contrasts with the 27 per cent accounted for by the wind speed equation for early summer.

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Understanding the community

Peter Dickens on a new approach in urban studies

In a recent article (*TES*, August 26) Gabriel Chanan called for community studies in schools which 'could lay the basis for the skills required to diagnose and change the environment directly, both by organizing among one's neighbours and by negotiating with local authorities and other holders of power and resources'. The purpose of my article is to report an some developments in this direction in higher education, experiments which may have considerable implications for the introduction of community studies in schools.

University students interested in urban development are often somewhat shocked to find themselves studying theories of central and local government or the investment-decisions of multinational companies - particularly when their idea of social geography may be based on, say, theories of house development by the 1920s Chicago ecologists.

The fact is, however, that over the past decade some very considerable changes have taken place in the way community life is studied; the emphasis has shifted from the locality *per se* towards the non-local causes of local change. And this is the reason why the relations between central and local government or between a firm's headquarters and its branch-plants have acquired such significance.

Perhaps needless to say, such relationships have become particularly clear during the present recession: to an increasing extent people living in local areas feel that decisions about their workplace or the area in which they live are being taken in, say, Detroit or Whitehall.

Nevertheless, this new approach to the study of local change by no means attempts to deny the importance of the local. It is rather to suggest that individuals and groups at the local level are helpless in the face of national or even international forces. Decisions made by a multinational firm may to a large extent be based on an assessment of the viability of a local labour force - hence the prolonged hesitation about establishing a car plant in Britain (and, within Britain, Wales, Humberside or the North East) is a typical example.

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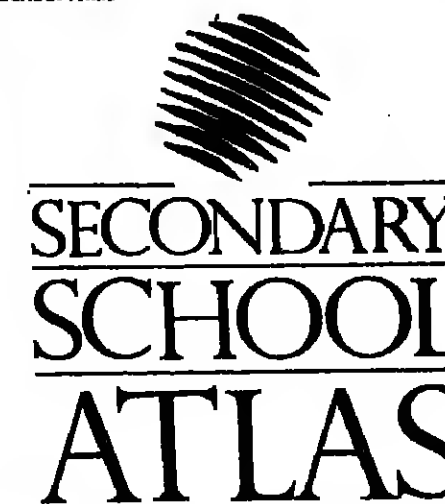
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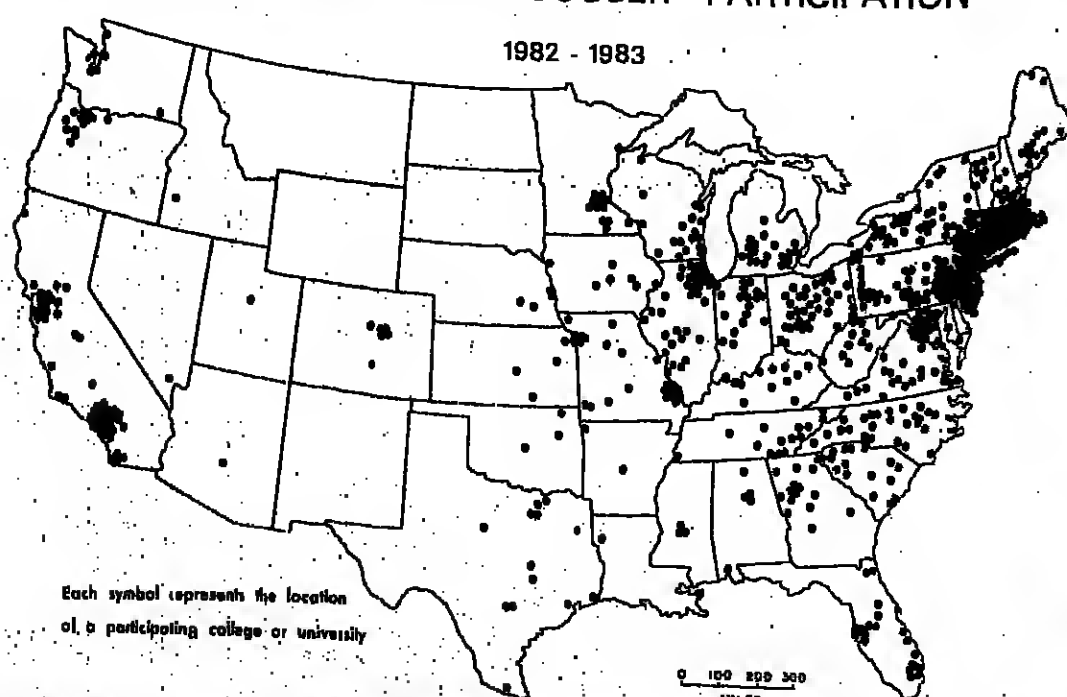
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Mapping the distribution of sport is a basic task facing the sports geographer. This map by Professor J. Roney shows the regional variations in college soccer in the USA.

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The Fabric of Geography. By W. Farleigh Rice. Longman. Textbook. £4.95. Work Sheets. 75p. Basic Study Sheets 1 and 2. 75p each.

The Fabric of Geography is a package which consists of four related items - textbook, work sheets, study sheets and nine illustrations (text reviewed here). The most substantial of these elements is the thick, limpback textbook with its profusion of excellent black-and-white and full-colour photographs (as many as 100 on one page). The text covers the main topics of systematic geography from landforms and meteorology to population, economic development and applied geography. Scores of first class diagrams, charts, graphs and maps further contribute to the excellence of the illustrations. For this reason alone, it is worth requesting an inspection copy, since the detail and the coverage have more in common with a colour encyclopedia than a textbook. Of course, this is not necessarily what you may want as a class set at CSE and O level, but the high standard of presentation certainly justifies the steep price tag.

The textbook is absolutely central to the package; the accompanying study books are useless without it. Nor will you get by with one textbook and 30 workbooks! The expendable work sheets (in book form) have been designed for one-use only by students "as an integral part of their analysis" - to be extracted and filed with their other written work. In addition the two 60 page Basic Study Sheets (also in book form) have been designed for expendable use by lower-achieving pupils who find the main assignments too difficult.

Philip Sauvain



Pupils - bored, disruptive, truant. At best, a passive disinterested response.

Class or group with low literacy and numeracy levels. Bored, unenthusiastic unco-operative - even hostile.

"Cycle of Educational Deprivation"

Tasks limited to copying and colouring exercises. Resources limited to the worksheet. Organisation at class or group level (as opposed to sub-group, paired or individual work)

The teacher is preoccupied with management, minimising disturbance, preserving resources.

Fig.1

Springboards for change

Trevor Higginbottom and Malcolm Renwick describe two geography projects designed to break the cycle of educational deprivation

One of the most encouraging features of geographical education over the last decade or so has been the marked increase in interest in the needs of pupils of low educational attainment, who comprise at least 15-20 per cent of any age group. For the purposes of this article the group will be referred to as "the less able", a term which is not entirely appropriate since the causes of low educational attainment are so varied. Contributory factors might include, for example, home background, personality disorders, physical factors and the failure of the school to create a positive motivational climate in which learning can take place.

Many pupils of low educational attainment do make considerable progress during their stay in school, but sadly others are caught up in the familiar cycle of educational deprivation which is summarized in Figure 1 above. Two projects which are currently helping teachers to break this cycle are the Schools Council Curriculum Development Project; *Geography for the Young School Leaver*, now funded by the Department of Education and Science; and the Harrop's *Geography Project*.

The experiences of GYSL over the past 13 years suggest that, with hard work and sensitivity, it is possible for geography teachers to make a very positive contribution to the educational provision of less able pupils. This happens most effectively if a number of important learning needs are being met.

Lessons for less able pupils should seek to extend their experience and insights by drawing on their own

experience, even if only as a starting point. Teenage sub-culture provides many useful and interesting "springboards" for work in the classroom. The occasional use of such springboards reflects a willingness to meet pupils on their own territory. This is a positive change for pupils from always meeting teachers on their territory of the school.

We embark on such topics as the "Geography of Towns" when the "Geography of a Pop Group or a Football Team" would often achieve the same end. The lyrics of folk and pop songs frequently draw their inspiration from social conditions and inequalities and often include a great deal of descriptive geography. In using pop songs we not only draw attention to their relevance but also to the relevance of much geography taught in the classroom.

Another underused resource is the cartoon or comic approach. The cartoon simplifies abstract argument and presents it in a conventionally acceptable way. It may help less able pupils to develop higher levels of abstract reasoning than they thought possible. We also have much to learn from the tabloid newspapers in their technique of using texts which are powerful, emotive and highly personalized. Such items, like songs, often enlist the emotions to gain initial interest and motivation. It seems that empathy precedes rational thought for many less able teenagers. Less able does not necessarily mean less interested!

These pupils often have the greatest difficulty in organizing their work and therefore lose. They quickly lose heart if too much is expected of them in this

respect. Careful thought must therefore be given to the design of all activities and worksheets. One of the major problems is making resources simple enough. Efforts should be made to minimize lengthy instructions, whether written or spoken, whenever less able pupils are required to produce "work". If the intentions of a resource are not immediately apparent, then its chances of success are limited. Effort must also be made to help pupils organize their responses. "Hand-me-down" items which went well with more able pupils are not acceptable. Resources must be designed specifically for the less able pupil if they are going to work. This way there is less likelihood of the pupil constantly feeling a sense of failure. The better his or her self-esteem, the more likely we are to get higher levels of motivation and better responses.

In attempting to minimize failure and maximize reassurance in order to build up self-confidence we must be aware of the trap of providing work or resources which are too easy or too trivial. The *Geography of Towns* project, for example, is designed to be a set sequence with the children making the necessary graphic constructions from scratch in practical work in the local area, or within the school grounds. For these skills are introduced formally, we are stressing the grammar of the subject - an approach which has a long history of failure in subjects ranging from mathematics, through English to music.

Where classroom work is unavoidable, the imaginative and practical skills of the pupils need to be harnessed. Grid references, for example, should be seen as shorthand codes, and therefore in the same class of things as games such as battleships and crisscross. Classroom seating grids should not therefore be handled as a grammar, but imaginatively by asking pupils to prepare codes for seats where there is an absence in class, the youngest place, that seat most desirable, etc. If the hall is used, coded instructions can be given to move certain seats, or add new rows or columns in some group competition.

Humour, the Huckle by computer is a competitive, dull and mechanical, although less noisy. Maps of the 2½" or 1" scale are too remote to be suitable for mixed-ability classes, and they are overloaded with other information which is distracting.

Such basic work overlaps with mathematics syllabuses. For example, the South West's Examination Board's Curriculum Report, following the concept of a major component of their draft foundation syllabus: it specifies knowledge of street, road and distance, and an understanding of the difference between a road and a railway. Work in this area can most usefully be achieved in conjunction with the mathematics

Springboards for change

Many GYSL teachers would identify the following checklist of points upon which successful teaching of the less able depends:

- Identify teaching targets clearly.
- Identify pupil failure and build up pupil self-esteem and confidence.
- Carefully grade learning materials.
- Accept slow speed of instruction.
- Maximize variety of resources and strategies.
- Consider motivational levels appropriate for the age group concerned.
- Provide for swift and constant feedback to the pupils in order to ensure that they feel a sense of achievement however modest.
- Evaluate pupil progress constructively.
- Reinforce learning and provide for adequate repetition and practice of skills.
- Be relevant by working outdoors.

from the pupils' own experience whenever possible.

- Be discriminating in the selection and production of resources.
- Constantly evaluate one's own performance.

A wide range of GYSL teaching material, which reflects these approaches to less able pupils, has now been published. Details of GYSL publications available from the project's publishers may be obtained from Thomas Nelson and Sons Limited, Nelson House, Myfield Road, Watlington-on-Thames, Surrey. A catalogue of material produced locally and regionally by GYSL teacher groups may be obtained from the GYSL National Centre, Sheffield City Polytechnic, 51 Bromsgrove Road, Sheffield 10.

The Harrop's *Geography Project* is another attempt to provide support for teachers involved with less able youngsters. It reflects GYSL philosophy in terms of the curriculum development process and in its approach to teaching less able pupils. The project

team includes geographers and remedial specialists, drawn from secondary and middle schools in Leeds and Sheffield. During the past two years these colleagues have worked collaboratively to produce six books aimed specifically at the less able pupil in the lower secondary school. In practice the material is also likely to be useful to middle school teachers. Considerable discussion has taken place on the philosophy for teaching the less able and draft materials have been on trial in schools prior to final publication. The value of dialogue between subject and remedial specialists has been particularly evident throughout the life of the project. This will be reflected in the project teachers' guide which is also to be published.

The key principles on which the books have been written reflect the above checklist. Considerable emphasis has been placed on high pupil motivation, varied content and appropriate reading levels. The content of each book is based on clearly defined cognitive and affective objectives which, although appropriate for the less able, are equally applicable across the full ability range. The project's view is that, while teaching materials and learning strategies may differ for the less able, these pupils should have access to contemporary geographical ideas and issues. This is particularly important in the context of mixed ability teaching, the sympathetic and efficient implementation of which is perhaps the most effective means of breaking the cycle of educational deprivation.

The content of the six books will provide teachers with ample opportunities to demonstrate the contribution which geography can make to a curriculum which prepares youngsters for life in a multi-cultural society, particularly in terms of social and political education. For example, *So You Call This Living?* explores a range of social issues, and illustrates some of the ways in which these are influenced by environmental factors. *Counters* highlights, and considers the reasons for, some of the contrasts which are found in

today's world, at local, national and international levels. *Time On Your Hands* is concerned with the ways in which people spend their leisure time, with the factors which influence the location of leisure activities, and with the impact of this on the environment. GYSL and the Harrop's *Geography Project* are two attempts to demonstrate the ways in which geographical education may be used as a vehicle for breaking the cycle of educational deprivation. There has never been a more crucial time for this to happen, as geography teachers are faced with issues such as the possible re-emergence of larger non-examination groups, as a result of the current 16-plus initiatives, the prospect of more mixed ability teaching through fulling rolls and the demise of the puritan work ethic in schools.

Trevor Higginbottom is General Adviser (Humanities and multi-cultural education), Sheffield L.E.A. Malcolm Renwick is Project Co-Director, GYSL.



OS in the eighties

David Hall considers the place and function of Ordnance Survey maps

department; indeed combined work between departments is a feature of some schools. The overlap of interest should not be regarded as an unwelcome intrusion into the private territory of the geographer, but a confirmation that this work is a strong contributor to the general aims of the school.

But what of the extension of basic skills along specific dimensions of the subject, particularly with regard to the two barons, topography and drainage? Should all school leavers be able to examine the 1" and 2½" maps and state in which direction a river is flowing, recognize a spur from the shape of the contours, and construct a cross-section of a river valley? Should all have investigated the distribution of settlements, and be able to pronounce the names, and therefore in the same class of things as games such as battleships and crisscross. Classroom seating grids should not therefore be handled as a grammar, but imaginatively by asking pupils to prepare codes for seats where there is an absence in class, the youngest place, that seat most desirable, etc. If the hall is used, coded instructions can be given to move certain seats, or add new rows or columns in some group competition.

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map. Through key questions, similarity and difference reinforce each other. In fact, Meux adopts the methods used by Poly in his classical mathematics book *Poly to solve it* by the use of heuristic devices designed to make seemingly insoluble problems manageable.

But is map interpretation puzzle solving? On the one hand, difficulties arise because contours are essentially as a problem of grammar. It is hoped that by offering a definition. Formal examples then follow. A definition is linked to inert content. Valleys are steep or gentle, from which nothing follows. Cross-sections are drawn painstakingly across landscapes, complete with floodplains, terraces and settlements, from which nothing follows. There is little point in improving methods of analysis, if the end in view is but a catalogue of terms.

Even at A level, much map interpretation is a stereotype, drawing upon the most limited of parameters stored on the map (ie, river network and contour) to make inferences about the rock type and make further claims that in turn is the single explanatory control of form. Thus, a closed system of interpretation is established.

Much of this spurious reasoning can be traced back to books on mapwork, in which it was supposed, for example, that one could separate out the underlying geology of an area by detailed examination of the contours. Even worse, work of this kind is underpinned by deterministic assumptions where geography is seen as "landforms and life" with the latter as a dependent variable. Is this what map interpretation is about?

It is hardly surprising that vociferous voices can be heard arguing that Ordnance Survey maps can be despised, summarily to be rejected. We want maps which ordinary people need and maps which the outside world - simple road maps, for example - the obsession with

worse, a viewpoint of the subject which is irrelevant to the child, both in the immediate sense and that of his long-term education. Except for the basic skills, mapwork has no application either in future work, leisure, or in the education of the virtuous citizen. But Ordnance Survey maps offer much wider scope for broader and modern approaches to the subject. They store important information about places within which environmental issues occur. Information whose dimensions impose limits upon the options open to the decision-making process. In such contexts, handling contours as a skill rather than as grammar, if necessary assisted by computer programs, will open the opportunity for conceptual understanding.

Younger pupils can be paraded down onto a map-extract by the use of random numbers, and be told to plan a route as a spy to a given rendezvous. With judgment, constraints can be added. A circuit can be moved across a map using only B roads, and avoiding those steeper than 1 in 8, railway bridges, and the like. Journeys can be planned for a day's outing by bicycle, including time for a swim, train-spotting, or visit to a park for lunch.

This was one 12-year-old's response to a challenge to produce such a scheme: "Your grandfather is about to die, and as his last wish has asked you to take him out for a day to places which remind him of things he has enjoyed doing over a lifetime. He wants to visit a place for fishing, a nice track, a golf course, and a view of the sea from a cliff. He would also like to visit three churches to decide his place of burial, his grandmother a box of apples from an orchard, and call at a village pub for a cheese and pickle sandwich and a pint of beer."

He did not want to check out which way a river was flowing, or visit a conical hill.

Geography 14-18 has done much to encourage the use of OS maps for independent open-ended, thoughtful, and thoughtful. Adopting Ausubel's ideas of the ad-

vanced organizer, GCE questions state a principle and ask the candidates to develop and underpin the generalization using map evidence. For example: Study the 1:50,000 Ordnance Survey map provided and choose two of the following generalizations.

(i) Natural drainage systems are often modified for man's benefit.

(ii) Relief is a major control on transport routes.

(iii) Settlements are mainly found at the junction between uplands and lowlands.

(iv) The coast has attracted settlement only in relatively recent times.

Discuss the evidence on the map which appears to support or contradict each of the two generalizations you have chosen.

Geography 14-18 November 1977 (Cambridge Local Examinations) It is not particularly difficult from this to develop a wide-ranging set of activities in which ideas of spatial structure, environmental processes, and human initiatives are interwoven in the context of place, and in which conflict of interest, cost/benefit, and decision taking occur.

At a behavioural level, this includes the use of OS maps to work out the implications on the ground of making a by-pass; extending a motorway, developing an industrial estate, flooding a valley for a new reservoir, and plotting the consequences in terms of site and the system-wide implications. Even at A level, a start has been made to include past questions which require these modes of reasoning and evaluation. For example, on the OS map of Bath (1:25,000) candidates were asked to discuss the merits of the site of the university in terms of its location on the daily lives of students resident on and travelling to the campus. Or on the map of Lyme Regis students were asked to comment upon the environmental problems and local issues likely to be raised by proposals to develop a specified area at the mouth of the Chur as a holiday site with emplacements for 1,000 caravans and mobile homes.

The response of candidates has been positive and encouraging, although they cannot be trained up for predetermined model answers. Map quantities of area, distance, gradient, ideas of network, interaction, centrality can be employed in reaching open-ended judgments on such issues.

If these initiatives are developed and the old habits abandoned, mapwork in geography need not be sent out into the cold.

References

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(7) Examples taken from WJEC A Level Practical Papers 1982, 1983.

D. B. Hall is lecturer in education at University of Bristol.

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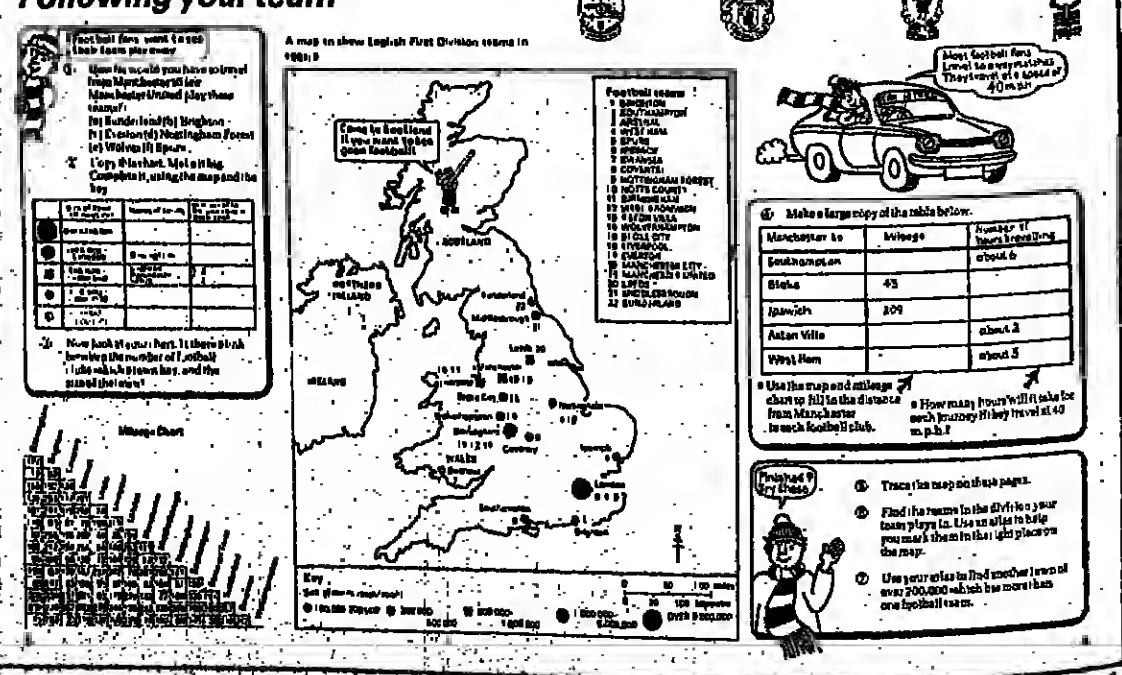
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An extract from "Time on Your Hands" by Richard Clavin and Peter McLeod (Harrop's Geography Project)

EXTRA

Home and away

A programme of field studies described by
Ryland Tippett

I believe profoundly in the maxim that "Geography is learned through the soles of the feet," and up to a few years ago, prior to teaching abroad, I had organized a far-ranging programme for a mixed, infant comprehensive school of 1,200 pupils in the East Midlands.

The organization of this required a lot of preliminary thinking, a cooperative headmaster and colleagues reasonably convinced that field study was a worthwhile (and better than to invite the perpetual moaners to accompany you, if they come, so much the better, if they don't, then their cynical comments may be ignored).

All the field studies started with a letter to parents as far in advance of the actual field study as possible. The first part attempted to give an explanation to parents and pupils of what field study was all about, suggesting that it was a normal part of the learning of geography. The second part indicated which field studies were available together with details of cost, type of accommodation and dates.

The programme offered the following field studies:

Year 1 - Stanton Moor (Derbyshire) for one day. This always took place on a school day in the summer term and was the most popular of them all, partly for the above reason and partly, I doubt, because its low cost meant that everyone could feel able to afford it. Thus we could expect about 230 out of 250 pupils to take part.

Detailed planning at groups, coaches and stops ensured that there were never more than about 20 pupils in one spot at any one time (in theory).

The field study was a combined one with the history department, so the pupils examined the ancient burial mounds and the village of Winstar as well as the natural vegetation and soil of Stanton Moor, and a quarry.

Year 2 - The River Trent for one day. This also took place in the summer term. It was somewhat more difficult to organize the idea of a "day trip on the river" but a questionnaire was designed so that, as the barge moved slowly along, pupils were expected to pick out landmarks with the use of an Ordnance Survey 1:50,000 map of that stretch of the river from Trent Bridge to Glimbourn Bridge, and to answer the pointed questions.

Both of these field studies were so large that I found myself doing no geography at all on those days but driving from point to point for the whole day making sure that all was well.

Year 3 - Whithy for five days. A definite break was made here between the two previous field studies and this one. It was much longer, it involved staying away from home for four nights, it involved only 30 pupils, it presented the opportunity for much more intensive geographical work than previously and it required more personal responsibility for contributing results to an overall picture. Accommodation was in a guest house and some evening work was undertaken there.

Studies were carried out on the part of Whithy, marine erosion and deposition in Robin Hood's Bay and Whitwick Bay, the function of buildings in central Whithy, a tourist survey and some simple fluvial work on the North



Photo: Chris Gregory

York Moors. The last morning's work was always kept secret. "Ye Olde Treasure Trail" was devised - made deliberately difficult for the age group, and highly geographical.

Year 4 - Leeds for five days. This field study was intended to give pupils an insight into urban geography. Numbers remained about 30. Accommodation was in a hall of residence at Leeds Polytechnic and thus the pupils were able to live as students would in a real university. Interestingly, we had to fix a maximum time to be spent on work so keen and interested were the majority of the pupils.

They also had the opportunity to be led on field studies by polytechnic lecturers with intimate knowledge of their specialities and who, furthermore, set the work and inspired the discussions in the evenings. Some of the studies carried out were on the Meadow Valley, Wharfedale, the effects of the Industrial Revolution on the West Yorkshire textile industry and Malham.

Year 5 - Windermere for five days. This took place in part of the October half-term holiday with about 30 pupils. Accommodation was in private hotel in Windermere. Special rates kept the price down but it was bound to be the most expensive so far. Every evening, that day's field study was illustrated with slides and a questioning commentary made.

Some of the studies carried out were on the Langdale Valley, a Lake District farm and a comparison and contrast of two corries. Work for the

Windermere week was always preceded by an afternoon in the Lake District National Park Centre, Brock-holme.

For most of our pupils, their geographical studies finished here and it is worth considering a number of points at this juncture before concluding with the sixth-form field study.

First, field studies were always thoroughly thought out and the area appraised in detail by staff involved. Every field study had follow-up work, most of it to be done on the course itself.

Second, we kept to the same places year after year because we built up a resource of printed sheets and of maps and established a pleasant relationship with the proprietors of the various accommodation establishments we used.

Third, the three five-day field studies were each allowed either two or three days of term, and a weekend or part of a holiday. We never expected to receive, and would never have asked for, all the period in term time.

Fourth, the pupils experienced three quite different types of accommodation - deliberately so - and learned to behave accordingly.

Fifth, after every field study, the work was marked, retained and displayed on a parents' evening to which parents of all participating pupils were invited as well as those, from the lower year who would be potential recruits for the following year. Pupils who took part in the field study were compelled to be present and were called upon,

without prior notice, to talk about a slide or one of the field studies in general.

Sixth, many, although not all, enjoyed their field study experiences. Last, no member of staff participating in any of these field studies was ever allowed to be out-of-pocket.

Year 6 - A foreign field study for seven days for the lower sixth form. I always used the cheap holidays offered early in the Easter vacation by travel agents - at first using those specializing in educational holidays and adopting, but in later field studies "doing my own thing". Over the years, I have participated in foreign field studies led by British geography specialists in Kandersteg and Opitija. It was an unfortunate experience of incompetence, not by geographers, in Suisse which made me think I was capable of organizing my own foreign field studies - which I proceeded to do for Malta, Tenerife, Catania and Menorca. Of this last group, Malta was the best principally because there was little language difficulty. Some of the studies carried out were in the Qal'at Village, the functional zones of Valletta, a Maltese farm and the Marsa industrial estate.

It's an interesting and satisfactory thought that every year for the length of time I was there, more than half of all the pupils undertook a field study.

Formerly Head of Geography at St George's College, Buenos Aires.

Primary reference

Planet Earth series. Volcanoes. By James Caran. Castles. By Sheila Patel. Water on the Land. By John Bain.

Wayland £4.25 each
Young Explorer series. Maps and Map Making. Rivers and Streams. Roads, Railways and Canals. Around the Coast. Hills and Mountains. By Mark Sleep. Where Plants Grow. By Laurie Redwell and Clifford Lines.

Wayland £3.50 each
A Young Geographer Series. Islands. By Michael Eden. Deserts. By Christopher Green.

The Budley Head £3.95 each

Primary schools which are trying to build up a sound and up to date reference library had better search some time in fund raising. Together these 11 books cost a phenomenal £4.65, and yet will occupy only 8.2 centimetres of a single shelf if stored in normal "library" fashion. The old trick, well known to the poverty stricken, of using display racks will make things look a little better.

Of course we do not measure the value of library books in terms of the space taken up on shelves or racks; but it is a fact that the high cost of hard-back texts is forcing teachers to

look very carefully at books like these to see whether they offer anything new or exciting which makes them worthy of purchase to replace those dingy cloth-bound volumes which tell us about the joys of eskimo life in igloos or refer to such countries as Rhodesia or Tanganyika.

The Planet Earth series is superb. The books would be suitable for use by children between the ages of nine and 13, and in addition could easily form the basis of many CSE projects. They are beautifully illustrated with relevant and interesting photographs and are a joy to look at. A real effort has been made by the authors to provide clear explanations of the terminology of the subjects, both in the texts and in a well written glossary. Ideas for further reading are included and each book has a clear and useful index. Children, love facts, and each book has a "facts and figures" page with lists of the highest, longest, widest, largest, and newest examples within the subject.

The text is easy to read, and is well sub-divided to allow easy skimming. The series can be recommended without reservation.

A very different approach is adopted in the Young Geographer series. In these books children are encouraged to look for answers in the text and illustrations or to make models, or to follow up interesting aspects. The idea is to encourage observation and activity in the world around us so that children will find out for themselves about their environment. The target age range is, again, 9 to 13. Many

primary school children are now well versed in topic or investigation approaches and teachers could find a great deal of material in each book which would form a series of excellent "lessons" in geography and environmental studies. I am less convinced about the willingness of children to use books like these themselves. They really need to be treated as classroom texts thereby setting them in a much firmer motivational framework. They require a great deal of "activity" which, although extremely valuable, is sufficiently time consuming to require selection and control by the teacher. Each book contains a short index and glossary which, given the suggested approach, should have been significantly expanded. These books may well find a more useful place in the classroom library than in the children's.

I am much less convinced of the usefulness of the Young Geographer series. When I reviewed the earlier books in the series in early 1982 I felt that they were expensive at £2.95. Now that the price has risen to £3.95, they are well bound and brightly illustrated but contain no photographs. The main problem is that they attempt to reduce the text to a few lines on each page. The result is that many ideas remain undeveloped and inadequately explained and in a number of cases a good illustration is wasted because it is not complemented by the text.

Paul Harling

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BRIGHTON COLLEGE
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Details and application forms available from the Principal, Brighton College, 11, Newbury, M. St., Reading, RG1 1AA

BRENT
BRENT BOROUGH OF FURTHER EDUCATION
Principal, Brent Borough of Further Education, 11, Newbury, M. St., Reading, RG1 1AA
Details and application forms available from the Principal, Brent Borough of Further Education, 11, Newbury, M. St., Reading, RG1 1AA

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UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge, Middlesex UB8 1NQ

Principal

Group 5 - £20,691
Including Outer London Allowance

Applications are invited for the above post, which will become vacant on 1st September, 1984 upon the retirement of the present Principal.

Candidates should have substantial experience in further education, including senior management responsibilities, and be fully committed to the development of post-16 education and training.

Outer London Allowance payable.

Further details and application forms may be obtained from the Director of Education, Civic Centre (2E/10), Uxbridge, Middlesex, UB8 1UW (Tel: Uxbridge 50488), to whom applications should be returned by 16th December, 1983. (3138)

Principal

Group 3
Sutton College of Liberal Arts
St Nicholas Way, Sutton

Required from 1st May, 1984 for this maintained adult college which, from its purpose-built main building, opened in 1974, and other centres, makes integrated adult education provision for the whole area of this Outer London Borough.

Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL (see please), 24-hour telephone answering service 01-661 5741.

Closing date for receipt of completed applications: 16th December, 1983. (3322)

LONDON BOROUGH OF SUTTON

DEAN OF STUDIES

Faculty of Technology
Head of Department Grade IV £14,148-£15,849 plus fringe allowance.

HARLOW COLLEGE (A tertiary college maintained by Essex County Council)

This is one of six Deans posts in the new Tertiary College to be opened in Harlow in September 1984. The Dean will be responsible for the admission, education and counselling of students in the Faculty which will have courses in the fields of Construction, Electrical/Electronic, Mechanical, Motor Vehicle and Production Engineering ranging from Foundation to Higher Technician level.

Applicants should be Graduates and/or hold equivalent professional qualifications, training, and have previous teaching experience, preferably in the field of industrial education.

Closing date: 16th December, 1983.

Application forms and further details available from County Education Officer, (EE Branch), PO Box 47, Chesham, Bucks HP8 1LD. Tel: 0245 267222, Ext. 2880. (3349)

ESSEX
County Council

DEAN OF STUDIES

Faculty of Technology
Head of Department Grade IV £14,148-£15,849 plus fringe allowance.

HARLOW COLLEGE (A tertiary college maintained by Essex County Council)

This is one of six Deans posts in the new Tertiary College to be opened in Harlow in September 1984. The Dean will be responsible for the admission, education and counselling of students in the Faculty which will have courses in the fields of Construction, Electrical/Electronic, Mechanical, Motor Vehicle and Production Engineering ranging from Foundation to Higher Technician level.

Applicants should be Graduates and/or hold equivalent professional qualifications, training, and have previous teaching experience, preferably in the field of industrial education.

Closing date: 16th December, 1983.

Application forms and further details available from County Education Officer, (EE Branch), PO Box 47, Chesham, Bucks HP8 1LD. Tel: 0245 267222, Ext. 2880. (3349)

ESSEX
County Council

Thyside Regional Council

FURTHER EDUCATION

DUNDEE COLLEGE OF COMMERCE
30 Constitution Road, Dundee

Applications are invited from suitably qualified and experienced persons for the following post:

LECTURER B IN GEOGRAPHY AND MODERN STUDIES

Salary Scale: £7,844-£10,413

The post is in the Academic Studies section of the College. The successful applicant will be required to teach Geography and Modern Studies at SCE Ordinary and Higher grades and Geography at GCE 'A' level.

Application forms and further information can be obtained from the Principal at the above address, to whom completed applications should be returned by Friday, 16th December, 1983. (3329)

Education Committee

THANET TECHNICAL COLLEGE

Department of Hotel Operations

Lecturer I in Accommodation Operations

(Salary £5,649-£9,735)

Applications are invited from suitably qualified candidates for the above lecturing post available from 1st May, 1984, or earlier if possible. The person appointed will prepare students for the City and Guilds 704, 705 and T.E.C. Diploma examinations. Industrial experience essential.

Application forms and further particulars are available from the Principal, Thanet Technical College, Remegate Road, Broadstairs, Kent (telephone 0843 6511) to whom they should be returned by Friday, 18th December, 1983. (3338)

KENT COUNTY COUNCIL

Shirecliffe College - Sheffield

APPOINTMENT OF VICE PRINCIPAL

Salary - Group VI Vice Principal

Applications are invited for this post which falls vacant on 1st April, 1984 due to the retirement of the present holder. Candidates should have good academic qualifications with professional training and substantial experience of teaching and administration at a senior level in Further Education.

Present salary - That of a Vice Principal of a Group VI College in the range £17,523-£18,084.

FULL PARTICULARS AND APPLICATION FORMS FROM THE CHIEF ADMINISTRATIVE OFFICER, SHIRECLIFFE COLLEGE, SHIRECLIFFE ROAD, SHEFFIELD S8 6XZ. TEL: 0742 78301. CLOSING DATE 12TH DECEMBER.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race. (3152)

West Nottinghamshire College of Further Education

Vice-Principal

Group VI

Applications are invited for the above post vacant on 1st May, 1984.

Candidates should possess appropriate academic qualifications and wide experience of teaching and administration in Further Education at a senior level.

Application forms and further particulars may be obtained from and should be returned to the Principal of the College, Derby Road, Mansfield, Notts. NG18 5BH (telephone Mansfield 27191) by 16th December, 1983.

An Equal Opportunity Employer (3334)

Nottinghamshire
County Council

DURHAM COUNTY COUNCIL

CONSETT TECHNICAL COLLEGE

HEAD OF DEPARTMENT OF TECHNOLOGY

GRADE III
(£13,089-£14,610)

Applications are invited from suitably qualified persons for the above post which is available from 1st May, 1984. The department offers courses in engineering, construction, sciences, mathematics, computing.

Applicants should be graduates (or graduate equivalent) in a discipline relevant to the work of the department, be professionally trained and with substantial experience of teaching and organising in further education. Experience in industry or commerce would be advantageous.

Further details and application forms returnable by 16th December, 1983 can be obtained from the Director of Education, County Hall, Durham DH1 5UT on receipt of a stamped addressed foolscap envelope. (3344)

VAUXHALL COLLEGE OF BUILDINGS & FE

Belmont Road, Epsom, Surrey

Applications are invited from suitably qualified persons for the following post:

LECTURER I IN BUSINESS STUDIES

Required from 1st January, 1984, to teach a range of Business and Office Skills including Typing, Office Practice, Word Processing and Bookkeeping at GCE 'A' level.

Application forms and further information can be obtained from the Principal at the above address, to whom completed applications should be returned by Friday, 16th December, 1983. (3359)

CROYDON COLLEGE
Fairfield, Croydon CR9 1DX
Tel: 01-888 9271/6

Applications are invited from suitably qualified persons for the following post:

FACULTY OF BUSINESS & SOCIAL STUDIES

LECTURER GRADE I SECRETARIAL STUDIES

The appointee will be qualified professionally both as a teacher and in secretarial subjects and have had commercial experience. An ability to teach in a wide range of secretarial courses including BEC General is required. Duties may include some administrative functions. Applications for the part-time post will also be considered. The salary for the above full-time post is in accordance with the current Burnham Further Education Award and is £8,294-£10,380, including the London Weighting Allowance.

Further details and application forms may be obtained from the Vice-Principal, Croydon College, Fairfield, Croydon CR9 1DX, to whom completed applications should be returned within fourteen days of the appearance of this advertisement. (3371)

Lothian Regional Council

TELFORD COLLEGE OF FURTHER EDUCATION

SENIOR LECTURER II in FOOD PREPARATION STUDIES

Salary on Scale: £10,413-£12,228

To be responsible for the teaching and organising of part-time day-release and Manpower Services courses provided in the Department of Catering. Candidates should have good industrial teaching experience and appropriate professional qualifications.

Application forms and further particulars are from:

The Secretary to the College Council
Telford College of Further Education
Crewe Toll, Edinburgh EH4 2NZ.
Tel: 031-332 2481. (3334)

ADMIN L.E.A.

continued

NOTTINGHAM

LAST ADHOC FORTH
 Applications are invited for the post of SENIOR ASSISTANT SECRETARY in the above Council. The post is a full-time position in the voluntary sector, involving the management of the Council's educational and social services. The successful candidate will be responsible for the day-to-day running of the Council's educational and social services, and will be required to work closely with the Council's Executive Director. The post is a senior position and will involve a high level of responsibility. The successful candidate will be required to have a minimum of five years' experience in a similar post, and will be required to have a degree in education or a related subject. The salary for this post is £11,700 p.a. plus £1,000 p.a. for the use of a car. Applications should be sent to the Council's Executive Director, Nottingham City Council, 100 Victoria Road, Nottingham NG1 1JF. Closing date: 15th December 1983.

Administration General

LONDON
 ADMINISTRATION OFFICER FOR
 EDUCATIONAL VOLUNTARY
 AGENCY
 The Education Agency is seeking a person to undertake the day-to-day administration of the Agency. The successful candidate will be responsible for the management of the Agency's administrative and financial affairs, and will be required to work closely with the Agency's Executive Director. The post is a senior position and will involve a high level of responsibility. The successful candidate will be required to have a minimum of five years' experience in a similar post, and will be required to have a degree in education or a related subject. The salary for this post is £11,700 p.a. plus £1,000 p.a. for the use of a car. Applications should be sent to the Council's Executive Director, Nottingham City Council, 100 Victoria Road, Nottingham NG1 1JF. Closing date: 15th December 1983.

Educational Psychologists

KNOWSLEY
 METROPOLITAN
 EDUCATIONAL
 PSYCHOLOGIST
 The Metropolitan Educational Psychologist is responsible for the provision of psychological services to the Metropolitan Council of Education. The successful candidate will be required to have a minimum of five years' experience in a similar post, and will be required to have a degree in psychology or a related subject. The salary for this post is £11,700 p.a. plus £1,000 p.a. for the use of a car. Applications should be sent to the Council's Executive Director, Nottingham City Council, 100 Victoria Road, Nottingham NG1 1JF. Closing date: 15th December 1983.

DONCASTER

METROPOLITAN
 EDUCATIONAL
 PSYCHOLOGIST
 The Metropolitan Educational Psychologist is responsible for the provision of psychological services to the Metropolitan Council of Education. The successful candidate will be required to have a minimum of five years' experience in a similar post, and will be required to have a degree in psychology or a related subject. The salary for this post is £11,700 p.a. plus £1,000 p.a. for the use of a car. Applications should be sent to the Council's Executive Director, Nottingham City Council, 100 Victoria Road, Nottingham NG1 1JF. Closing date: 15th December 1983.

Lancashire County Council

An Equal Opportunities Employer

CHIEF ADMINISTRATIVE OFFICER

ACCRINGTON AND ROSSENDALE COLLEGE
 Sandy Lane, Accrington.
 Salary Scale S.O. 2
 (£9,945-£10,539)

Applications are invited for appointment to this Senior Post which will become vacant in January 1984.

The person appointed will be responsible for the administration of the college, and will be required to have a minimum of five years' experience in a similar post, and will be required to have a degree in education or a related subject. The salary for this post is £11,700 p.a. plus £1,000 p.a. for the use of a car. Applications should be sent to the Council's Executive Director, Nottingham City Council, 100 Victoria Road, Nottingham NG1 1JF. Closing date: 15th December 1983.

Candidates should have had considerable administrative experience, preferably in the further education sector, and will be required to have a degree in education or a related subject. The salary for this post is £11,700 p.a. plus £1,000 p.a. for the use of a car. Applications should be sent to the Council's Executive Director, Nottingham City Council, 100 Victoria Road, Nottingham NG1 1JF. Closing date: 15th December 1983.

Closing date: 19th December, 1983.

Educational Psychologist

An Educational Psychologist is required to be responsible for the psychological contribution to Social Services establishments in the county, particularly the Long Close Community Home with education at Ripley. Some work with LEA schools and in-service training for teachers is also required.

This post offers an opportunity to work in intensive and innovative ways on programmes for young people and families whose needs are particularly acute, to provide in-service training for educational and other staff, and to assist in the development of service practice and policy. Essential qualifications include an Honours Degree in Psychology or equivalent, acceptable to the British Psychological Society; qualified teaching experience (or, exceptionally, other experience of equivalent relevance); a postgraduate professional training as an Educational Psychologist.

The post is seconded from the Education Department, and the Psychologist will be a full member of the County Educational Psychology Service. Salary within the Southbury Scales for Educational Psychologists - points 6-22 (£8,454-£14,253). Removal expenses and lodging allowance are payable in approved cases. Car loans are normally available. Travelling allowance in accordance with the County Council's current scale for essential users.

Closing date 15th January, 1984. Application forms and further details for the above post may be obtained from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG. (Tel. Matlock 3411).

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER

(3308)

DERBYSHIRE County Council

HIGHER EXECUTIVE OFFICER - SPORTS DEVELOPMENT UNIT

Working within a small team, based in the Sports Development Unit at our Headquarters Offices in Euston, the successful candidate will be involved in implementing the policies and procedures relating to the development of participation and the provision and management of facilities as agreed by the Council and its Committees. The team has responsibility for the areas, including co-ordination of schemes in the inner cities, Action Sport, the unemployed, women and sport, sport for disabled people and recreation management, together with liaison for pilot/team sports, air sports, bowls and sailing. Training and work experience in physical education or recreation management is highly desirable and a knowledge of sports administration would be an advantage.

Salary range approx £11,500-£14,000 p.a. inclusive of L.V. superannuation addition and an allowance for the long, irregular and unsocial hours involved. (Ref 22/83/SDU) Application forms and further details for all posts available from Personnel Unit, The Sports Council, 18 Upper Woburn Place, London WC1H 0QP. Closing date: 12th December, 1983.

PSYCHOLOGISTS

continued

BIRMINGHAM

EDUCATIONAL SERVICE
 CENTRE
 The Educational Service Centre is seeking a person to undertake the day-to-day administration of the Centre. The successful candidate will be responsible for the management of the Centre's administrative and financial affairs, and will be required to work closely with the Centre's Executive Director. The post is a senior position and will involve a high level of responsibility. The successful candidate will be required to have a minimum of five years' experience in a similar post, and will be required to have a degree in education or a related subject. The salary for this post is £11,700 p.a. plus £1,000 p.a. for the use of a car. Applications should be sent to the Council's Executive Director, Nottingham City Council, 100 Victoria Road, Nottingham NG1 1JF. Closing date: 15th December 1983.

Examining

THE ASSOCIATED EXAMINING BOARD
 The Board is seeking a person to undertake the day-to-day administration of the Board. The successful candidate will be responsible for the management of the Board's administrative and financial affairs, and will be required to work closely with the Board's Executive Director. The post is a senior position and will involve a high level of responsibility. The successful candidate will be required to have a minimum of five years' experience in a similar post, and will be required to have a degree in education or a related subject. The salary for this post is £11,700 p.a. plus £1,000 p.a. for the use of a car. Applications should be sent to the Council's Executive Director, Nottingham City Council, 100 Victoria Road, Nottingham NG1 1JF. Closing date: 15th December 1983.

SOUTH WESTERN EXAMINATIONS BOARD

Applications are invited for the post of Chief Examiner for the 1984 examinations. The successful candidate will be required to have a minimum of five years' experience in a similar post, and will be required to have a degree in education or a related subject. The salary for this post is £11,700 p.a. plus £1,000 p.a. for the use of a car. Applications should be sent to the Council's Executive Director, Nottingham City Council, 100 Victoria Road, Nottingham NG1 1JF. Closing date: 15th December 1983.

WELSH JOINT EDUCATION COMMITTEE

CYD-BWYLLGOR ADDYSG CYMRU
 Appointment of Examiners

Applications are invited from practising teachers, in Schools and in Further Education, and from other persons with recent experience of teaching, for the following appointments:

GENERAL CERTIFICATE OF EDUCATION

Advanced Level and Ordinary Level

1984 External Moderator of Accounting at Advanced Level and Principles of Accounts at Ordinary Level.

Moderators are required to scrutinise draft question papers and to advise Chief Examiners on their standard and suitability for the candidates for whom they are intended. Duties also involve the checking of printer's proofs of question papers.

Advanced Level

1984 Assistant Examiners in Art and Design - A3 History and Understanding of Art and Architecture, English, Geography, Home Economics - A1 Home and Community Studies, Physics and Sociology.

Ordinary Level

1984 Assistant Examiners in English Language, English Literature, Geography and Science.

GCE/CSE Common Syllabus

1985 Chief Examiner in Media Studies.

1987 Chief Examiner in a new subject to be introduced - "Politics and Government".

CERTIFICATE OF SECONDARY EDUCATION

1984 Visiting Examiners for Automobile Mechanics - practical examination.

Further particulars and application forms, to be returned by 21st December, 1983, may be obtained from J. L. Grace, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed "Examinations".

(3277)

The Associated Examining Board

Chief Examiner for Computer Studies

The Board invites applications for the post of CO-CHIEF EXAMINER for COMPUTER STUDIES (085) at ORDINARY Level, with responsibility for Paper 1, for the 1986 examination.

Computer Studies is a developing subject area; articles are appearing rapidly and the syllabus is changing to meet the demands of new technology.

Applicants for this above post must have a degree or equivalent qualification in an appropriate subject and a minimum of four years' recent relevant teaching experience. External examining experience is essential.

Further information and application forms may be obtained from the Secretary General (AG), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BO, to whom completed forms should be returned not later than 19th December, 1983.

(3309)

LONDON

REGIONAL EXAMINING BOARD

Applications are invited for the post of Chief Examiner for the 1984 examinations. The successful candidate will be required to have a minimum of five years' experience in a similar post, and will be required to have a degree in education or a related subject. The salary for this post is £11,700 p.a. plus £1,000 p.a. for the use of a car. Applications should be sent to the Council's Executive Director, Nottingham City Council, 100 Victoria Road, Nottingham NG1 1JF. Closing date: 15th December 1983.

Ancillary Services

BERKSHIRE
 DOWNE HOUSE SCHOOL

Applications are invited for the post of Chief Examiner for the 1984 examinations. The successful candidate will be required to have a minimum of five years' experience in a similar post, and will be required to have a degree in education or a related subject. The salary for this post is £11,700 p.a. plus £1,000 p.a. for the use of a car. Applications should be sent to the Council's Executive Director, Nottingham City Council, 100 Victoria Road, Nottingham NG1 1JF. Closing date: 15th December 1983.

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